



Bensenville School District 2

Remote Learning Staff Handbook

2020/2021

Table of Contents

Definitions & Resources
.....3

Reopening Structure
.....4

Staff Work Hours
..... 5-7

Attendance, Grading, Teacher Evaluation
.....8

Formative Assessments & Standards Selection
.....9

Content Delivery Best Practices
..... 10-11

Students with IEPs & Multi-Language Learners
..... 11

**Professional Development, Planning Days, SEL Support,
Induction and Mentoring**
..... 12

Technology FAQs
..... 13-16

Definitions

- Synchronous Learning -- Students gather in the same virtual space at the same time to connect with their teachers and one another.
- Asynchronous Learning -- Students engage with assigned materials and projects independently at their preferred time of day.
- High Impact Guide (HIG). The HIG defines research- based best practices, assessment and grading procedures, resources, and definitions of educational terms and practices. Please refer to it for more details regarding the District 2 teaching and learning expectations.

Resource Documents

- Fall 2020 Learning Recommendations, ISBE <https://www.isbe.net/Documents/Fall-2020-Learning-Rec.pdf>
- DuPage County Health Department <https://www.dupagehealth.org/610/DuPage-County-COVID-19-Dashboard>
- Illinois Department of Public Health <https://www.dph.illinois.gov/news/public-health-officials-announce-1076-new-confirmed-cases-coronavirus-disease>
- [Bensenville Reopening and Recovery Guide](#)
- [Bensenville School Reopening Plan](#)

On Tuesday, May 5, 2020, Governor Pritzker released *Restore Illinois*, a five-phased plan that will reopen our state, guided by health metrics and with distinct business, education, and recreation activities characterizing each phase. On June 26th Illinois entered into Phase 4.

RESTORE ILLINOIS

A Public Health Approach To Safely Reopen Our State

Phase 1 Rapid Spread	Phase 2 Flattening	Phase 3 Recovery	Phase 4 Revitalization	Phase 5 Illinois Restored
<p>Strict stay at home and social distancing guidelines are put in place, and only essential businesses remain open.</p> <p>Every region has experienced this phase once already and could return to it if mitigation efforts are unsuccessful.</p>	<p>Non-essential retail stores reopen for curb-side pickup and delivery.</p> <p>Illinoisans are directed to wear a face covering when outside the home and can begin enjoying additional outdoor activities like golf, boating & fishing while practicing social distancing.</p>	<p>Manufacturing, offices, retail, barbershops and salons can reopen to the public with capacity and other limits and safety precautions.</p> <p>Gatherings of 10 people or fewer are allowed.</p> <p>Face coverings and social distancing are the norm.</p>	<p>Gatherings of 50 people or fewer are allowed, restaurants and bars reopen, travel resumes, child care and schools reopen under guidance from the Illinois Department of Public Health.</p> <p>Face coverings and social distancing are the norm.</p>	<p>The economy fully reopens with safety precautions continuing.</p> <p>Conventions, festivals and large events are permitted, and all businesses, schools and places of recreation can open with new safety guidance and procedures.</p>

Phase 1: New case growth slows; Surge hospital capacity 10,000 tests per day statewide; Testing for any symptomatic health care workers and first responders.

Phase 2: Case positivity rate and hospital capacity benchmarks met; Testing for patients, health care workers and at-risk residents; Begin contact tracing and monitoring within 24 hours of diagnosis.

Phase 3: Case positivity rate and hospital capacity benchmarks met; Testing available in region regardless of symptoms or risk factors; Contact tracing within 24 hours of diagnosis for more than 90% of cases.

Phase 4: Case positivity rate and hospital capacity benchmarks met; Testing available in region regardless of symptoms or risk factors; Contact tracing within 24 hours of diagnosis for more than 90% of cases.

Phase 5: Post-pandemic: Vaccine, effective and widely available treatment, or the elimination of new cases over a sustained period of time through herd immunity or other factors.

Reopening Structure (Paraprofessionals follow the grade level schedule as per principal).

- 08/10-08/11 Teacher Institute Days: All teachers in the schools preparing technology devices and instructional technology for remote instruction (See specific Teacher Institute Day Schedules)
- 08/12 1st Day student 100% remote learning attendance. Teachers provide instructional lessons focused on building relationships, expectations, and academics & SEL.
- 08/13-08/14 100% remote instruction. Students & teachers work from home.
- Week of 08/17 100% remote instruction for students. Teachers at the grade/department levels below report to schools to deliver remote instruction from their schools; other teachers work remotely from home on days not designated to report to schools. The focus is on technology and instructional technology support, collaboration, and feedback.
 - Monday Grades K-1, 6
 - Wednesdays Grades 2-3, 7
 - Thursday Grades 4-5, 8
- Week of 08/24 100% remote instruction for students. Teachers at the grade/department levels below report to schools to deliver remote instruction from their schools; other teachers work remotely from home on days not designated to report to schools. The focus is on technology and instructional technology support, collaboration, and feedback.
 - Monday Grades K-1, 6
 - Wednesdays Grades 2-3, 7
 - Thursday Grades 4-5, 8
- Week of 08/31 100% remote instruction for students. Staff follow the schedule below:
 - 8/31-9/01 Teachers work from home to deliver remote instruction.
 - 9/02-9/04 All teachers are in the schools to deliver instruction and prepare for the transition to Hybrid Remote instruction.
- Week of 09/07 (09/07 is Labor Day Holiday) Students follow the Hybrid Remote Learning Model as described in the Bensenville District 2 Reopening Plan. All teachers are at their schools.

Also, teachers are welcome to schools on additional days if desired.

Staff Work Hours: Blackhawk Middle School

NOTE: Time frames will adjust to accommodate duties.

BMS 100% Remote Schedule

7:30 a.m. – 2:55 p.m. Mondays through Fridays (See Monday Schedule, p.6)

6th grade

- 7:50-8:00 student synchronous learning—Advisory
- 8:00-10:15 student synchronous learning—CORE
- 10:15-10:45 lunch
- 10:45-12:15 student synchronous and/or asynchronous learning—Encore/PE
- 12:15-1:00 student asynchronous learning—CORE
- 1:00 – 2:55: Student Synchronous and/or Asynchronous Learning. Staff:
 - provides individual/small group Tier 1, 2, and 3 instruction based on assessment data
 - analyzes student work and formative assessment information
 - provides ongoing feedback to students
 - develops differentiated instructional activities, formative assessment, lesson plans
 - communicates with caregivers
 - collaborates with administrators and peers (e.g., team/department, coaches/specialists, MTSS team)
 - meets with evaluator regarding professional practice and student growth

7th grade

- 7:50-8:00 student synchronous learning—Advisory
- 8:00-9:30 student synchronous and/or asynchronous learning—Encore/PE
- 9:30-11:45 student synchronous learning—CORE
- 11:45-12:15 lunch
- 12:15-1:00 student asynchronous learning—CORE
- 1:00 – 2:55: Student Synchronous and/or Asynchronous Learning. Staff:
 - provides individual/small group Tier 1, 2, and 3 instruction based on assessment data
 - analyzes student work and formative assessment information
 - provides ongoing feedback to students
 - develops differentiated instructional activities, formative assessment, lesson plans
 - communicates with caregivers
 - collaborates with administrators and peers (e.g., team/department, coaches/specialists, MTSS team)
 - meets with evaluator regarding professional practice and student growth

8th grade

- 7:50-8:00 student synchronous learning—Advisory
- 8:00-9:30 student synchronous learning—CORE
- 9:30-11:00 student synchronous and/or asynchronous learning—Encore/PE
- 11:00-11:45 student synchronous learning—CORE
- 11:45-12:15 lunch
- 12:15-1:00 student asynchronous learning—CORE
- 1:00 – 2:55: Student Synchronous and/or Asynchronous Learning. Staff:

- provides individual/small group Tier 1, 2, and 3 instruction based on assessment data
- analyzes student work and formative assessment information
- provides ongoing feedback to students
- develops differentiated instructional activities, formative assessment, lesson plans
- communicates with caregivers
- collaborates with administrators and peers (e.g., team/department, coaches/specialists, MTSS team)
- meets with evaluator regarding professional practice and student growth

BMS Hybrid Schedule (all grades 6-8) Time frames will adjust to accommodate duties; the transition to the tentative 09/08 Hybrid schedule may also adjust.

7:30 a.m. – 2:55 p.m. Mondays through Fridays (See Monday Schedule, p. 6)

- 7:50-8:00 Student—Advisory
- 8:00-11:00 CORE
- 11:00-12:30 Student Travel & Lunch; Staff Lunch and Plan Time
- 12:30—2:55
 - Encore/PE
 - Student Synchronous and/or Asynchronous Learning; staff...
 - provides individual/small group Tier 1, 2, and 3 instruction based on assessment data
 - analyzes student work and formative assessment information
 - provides ongoing feedback to students
 - develops differentiated instructional activities, formative assessment, lesson plans
 - communicates with caregivers
 - collaborates with administrators and peers (e.g., team/department, coaches/specialists, MTSS team)
 - meets with evaluator regarding professional practice and student growth

Johnson & Tioga Schools (K-5): 100% Remote and Hybrid Schedule

NOTE: Time frames will adjust to accommodate duties; the transition to the tentative 09/08 Hybrid schedule may also adjust.

8:15 a.m. – 3:30 p.m. Mondays through Fridays (See Monday Schedule, p. 6)

- 8:50 – 12:00: Student synchronous and/ or asynchronous teaching
- 12:00 – 1:10: Student Travel & Lunch; Staff Lunch and Plan Time
- 1:10 – 3:30: Student Synchronous and/or Asynchronous Learning. Staff:
 - provides individual/small group Tier 1, 2, and 3 instruction based on assessment data
 - analyzes student work and formative assessment information
 - provides ongoing feedback to students
 - develop differentiated instructional activities, formative assessment, lesson plans
 - communicates with caregivers
 - collaborates with administrators and peers (e.g., team/department, coaches/specialists, MTSS team)
 - meets with evaluator regarding professional practice and student growth

Monday Schedule for All Schools

All students work 100% remotely on Mondays using the plans developed by staff. Principals facilitate the various Monday staff activities. The table below outlines Monday professional activities through October 31st.

Dates	Description: Emphasis on...
August 17 August 31 September 21 October 5 October 19: Parent Conferences Planning or Rolling Meetings with Parents	<ul style="list-style-type: none"> ○ Includes former PLC time activities ○ Staff may rotate during some of this time for Tier 1, 2, and/or 3 individual/small group student interventions. ○ Engagements include, but not limited to: <ul style="list-style-type: none"> ○ Analysis of student work & work completion ○ Progress monitoring of student proficiencies with targeted Standards ○ Identification of Tier 2 and 3 instruction ○ Development of lessons ○ Design of formative assessments ○ Identification of student absenteeism and subsequent intervention strategies
Caregiver and Student Communication	Description: Emphasis on...
August 24 September 14 September 28 *Note: October 23 rd is the parent conference date.	<ul style="list-style-type: none"> ○ Staff may rotate during some of this time for Tier 1, 2, and/or 3 individual/small group student interventions. ○ Engagements include communicating with caregivers and students to provide updates to student participation, attendance, and progress

Pre-kindergarten Staff Hours

8:15 a.m. – 3:30 p.m. Mondays through Fridays

The specific hours of pre-kindergarten sections is under discussion due to transportation considerations.

Attendance (Same as in normal, 100% in-person model)

If a student is sick, parents call in to the school's office by 9:00 a.m., just like a regular school day. If no phone call is received, the student will be marked absent. Administrators and staff monitor students with excessive absenteeism and implement established strategies for getting students back to school (i.e., Chronic Absenteeism Plans).

Grading

Teachers will once again be issuing grades. Back in March Governor Pritzker mandated a “No Harm Grading Policy” due to the abrupt state-wide school closings. That mandate has since been lifted. For 2020/2021 students are expected to participate in all learning environments and complete assignments. District 2 has long recognized and provided significant professional development about the importance of ongoing, frequent progress monitoring and providing timely, actionable, and specific feedback. Communicating this to students and caregivers is even more critical under the current conditions. All students have opportunities to redo or make-up assignments (HIG). Professional learning Community (PLC) time on designated Mondays is one forum for collectively analyzing students’ academic and SEL progress and needs within the leaning continuum; specialists are essential members of these team discussions since their lessons are tightly coordinated with the general education teachers’ lessons.

Staff will continue to use the TeacherEase portal for documenting grades and assignments so parents are aware of their child’s work completion and progress. Summary progress reports will be posted in the portal according to the District 2 calendar.

Teacher Evaluation

Members of the Performance Evaluation Advisory Council (PEAC) are working with the ISBE to provide guidance to Illinois school districts on how to consider managing teacher evaluation during the 2020/2021 school year given the COVID-19 pandemic. Guidance is pending although Illinois statute and rules with respect to teacher evaluation remain basically unchanged. Simultaneously, the Bensenville District 2 Joint Committee is meeting to engage in dialogue regarding teacher evaluation. At this time, the implementation of the Type 2 and 3 student growth assessments (SGAs) will not be administered according to the district SGA assessment calendar; these assessments normally occur in the first weeks of school. The delay will afford opportunities for building relationships and establishing routines with students who have not been in school since March 2020; it will also allow the Joint Committee time to brainstorm the most valid and reliable strategies for monitoring student growth under PERA.

The professional practice component of teacher evaluation will continue in 2020/2021. Specific details about the format of doing so are under discussion. The virtue of ongoing monitoring of practice coupled with goal setting and timely, actionable feedback on educators’ professional practice is well documented (e.g., Widget Effect, Fullan, Knight, Hattie).

Formative Assessments

As stated, implementation of the Type 2 and 3 student growth assessments defined in the assessment calendar is delayed for now. However, monitoring student progress through formative assessment is essential and required since these assessments provide real-time data that informs Tier 1, 2, and 3 instruction. The assessments below will be administered along with others based on PLC discussions.

- Pre-K: Continue to monitor students' academic developmental skills, social interaction skills predominantly through observational and anecdotal notes.
- ELA (K-1):
 - Phonics – Grade K and 1 Phonemic Awareness Assessments: Projected for the week of 09/15 if Hybrid model is implemented.
- ELA (2-8), Science (6-8), Social Science (6-8) - Close Reading and Writing Benchmark Assessments: The close reading lessons and associated writing prompts are embedded into curriculum units and in some cases, remote lessons. These will continue in the remote environment, although the assessment calendar and administration procedures may need to be revised. Administration will schedule discussions with the appropriate PLC coaches to determine the exact administration dates.
- Math (K-8) – Embedded formative assessments already within the curriculum. Administration will schedule discussions with the appropriate PLC coaches to determine the exact administration dates.
- Brief List of Formative Assessment Examples (see also HIG)
 - Documented conferences with students* - Zoom breakout sessions
*Conferring template on GAFE Curriculum Website. (Templates of conferring notes must be posted on each grade/department GAFE grade level website.)
 - Maintenance of anecdotal records (e.g., teacher observations, discussion notes)
 - Exit slips – Summary paragraphs of learning
 - Written responses to prompts
 - Concept maps
 - Running records
 - Venn diagram compare and contrast summaries
 - Whiteboards

KIDS Assessment (ISBE, 08/04/20: *KIDS will be available — and more important than ever — for fall 2020. However, this year is unlike any other; we recognize that for some schools using remote learning, fully administering KIDS will not be feasible. That's ok! We understand that, given the nature of this particular assessment, it might not be practical or even possible to obtain the usual data. As in past years, there will be no penalties if a teacher is unable to observe all students on all 14 measures. Data collected for the 2020-2021 school year will not be used for comparisons with other years. Data can provide some insights into COVID-19 impact.*

Standards (Content) Selection

Stick to grade-level content and instructional rigor and focus on the depth of instruction, rather than the pace. In other words, implement lessons that target the critical/essential Standards in your Unit 1 and remote lessons. As PLC teams, be sure to align those “power” Standards to your Trimester 1 reporting Standards since progress reports and trimester grades will be given. We will follow-up with grades/departments to adjust the TeacherEase report card, where possible.

Content Delivery Best Practices: From “Learning Recommendations” ISBE, p. 18-19

- Be as present and fully engaged as possible regardless of the content delivery model and try new methods to connect meaningfully with, reassure, and provide students with encouragement and psychological safety, while maintaining high academic expectations.
- Work within grade-level and or content-specific teams to support the development of remote and blended learning. Remote and blended teaching, if not done collaboratively, can become burdensome and tedious. Teachers should be encouraged to leverage the expertise, insight and respective strengths of novice and veteran teachers to fully support the creation of engaging, effective lessons for all learners (e.g., advanced and gifted, twice-exceptional, Multilingual Learners, etc.).
- Focus on engaging and accessible learning materials and techniques. Prioritize mini-lessons and short mini-lectures to keep students engaged. When planning for remote learning, incorporate mixed media content, such as interactive videos, television clips, newspapers, maps, and political cartoons and interactive web-based, free software tools, etc., to keep students engaged and challenged while not in the physical classroom.
- Remain flexible with pacing and student assignments. Students with non-traditional schedules and diverse learning styles can stay engaged, connected, and abreast of learning expectations if all assignments and accompanying resources offer student choice and flexibility within clearly defined parameters (e.g., posting all assignments at the beginning of the week that are due by the end of the week or before the start of the next week). Meaningful and substantive long-term projects with weekly benchmarks and personalized feedback are also recommended for the blended/remote learning environment.

Non-Digital Learning (in all contexts)

- Non-digital learning materials should include information that, when possible, includes multiple modes of representation of content (e.g., text, diagrams, graphic organizers, large print, manipulatives, maps, and illustrations) -- in color whenever possible -- that will help students grasp content. Expectations should include multiple ways for children to demonstrate their developing understandings.
- Manipulatives and other materials that students might use to support learning can be included with non-digital materials, such as paper, colored pencils, scissors, and other supplies. Math manipulatives and similar materials for other subjects (e.g., science) can also be shared with caregivers.
- Instructions for projects and activities should be provided in clear, age-appropriate language, free of jargon that addresses students as directly as possible without having to rely on caregivers as they attempt to support their children at home.

Digital Learning (in all contexts)

- If fully digital learning is viable within your district for intermittent or scheduled remote learning days, provide the various resources, with video tutorials and explanations (for both students and caregivers) on when and how to use those resources.
- Resources should help teachers use a combination of technology and media in the creation and delivery of content. The selection of digital platforms and tools is a local decision dependent on local acceptable use policies. During periods of fully remote learning, educators are encouraged to consider ways to use available technologies to increase the number of virtual homogeneous and heterogeneous discussion groups in which students can collaborate and respond to one another’s ideas. Teachers can monitor, prompt, and cue the students’ work and provide ongoing feedback virtually as well. Teachers may want to seek professional development opportunities to enhance their use of instructional technology.

- Teachers should be mindful of the subjects in which caregivers may have the least skill, such as middle- and high school-level mathematics and science or languages that are not the home language. They should ensure digital tools and classroom interactions adequately support students' knowledge development in areas where caregivers may not be able to provide student support at home.

Students with IEPs

The Director of Special Education directs procedures for meeting the needs of students with IEPs. In addition to what has been provided in this document, the ISBE provides the information below:

- All decisions regarding special education must comply with guidance from the U.S. Department of Education.
- Schools and caregivers can reach out to the Illinois Assistive Technology Program at www.iltech.org for AT support.
- For more information on securing accessible materials, please visit <https://www.isbe.net/Pages/Special-Education-NIMAS-NIMACInformation.aspx>.
- Any changes to programs or goals should be made conforming to state and federal regulations. See <https://www.isbe.net/Pages/Special-Education-Required-Notice-and-Consent-Forms.aspx>.

Multi-language Learners

The Director of Multi-language Learners directs procedures for meeting the needs of multi-language learners. In addition to what has been provided in this document, the ISBE provides the information below:

- First, teachers need access to students' ACCESS or screener scores so that they can differentiate instruction. Teachers need to know what students can do at various levels of language development, so they can differentiate the English they are expecting their students to use.
- Buildings with Transitional Bilingual Education (TBE) programs need to ensure that students are receiving instruction from teachers who have bilingual endorsements. Those teachers should provide instruction in both English and the language other than English so that students continue to learn in both languages.
- Buildings with Transitional Programs of Instruction (TPI) need to ensure that English Learners are being taught by teachers with English as a Second Language (ESL) endorsements. Those teachers should provide differentiation and supports in such a way that students gain access to grade-level content while the language expectations are differentiated for their level of English language development.
- Districts need to screen potential English Learners with the prescribed screener or screening process at the beginning of the 2020-21 school year. Students who were provisionally screened in the 2019-20 school year during school closures will also have to be screened.
- Other resources:
 - <https://wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf>
 - <https://www.isbe.net/Documents/228ARK.pdf>
 - <https://wida.wisc.edu/teach/can-do/descriptors>

Professional Development (PD)

District 2 will continue its professional development opportunities for staff, including Bensenville University, grade/department Zoom meetings, and external consultants and organizations. For Zoom PD participants keep their webcams on except during breaks and lunch as appropriate.

In 2020/2021 the district recognizes that remote learning and the use of many technical tools is new to many. As a result, ongoing conversations/surveys will take place to capture the most important professional development needs of staff. Initially, PD will target use of technology tools, strategies for monitoring student progress, delivery of best instructional practices remotely, impact of trauma and stress, and SEL needs for staff and students. Additionally, administrators will develop a schedule to meet with teams/departments for brainstorming and problem solving and monitoring student needs throughout the school year.

Staff “how-to” videos regarding technology and ELA best practices have been posted on the GAFE curriculum website.

ISBE Five-Remote Learning Planning Days

Additionally, collaborative discussion as well as national and state-wide updates are needed to make the best decisions regarding the use of the ISBE approved five Remote Learning Planning days. Once the school year starts, the district will collect feedback and set specific dates for the use of these ISBE approved days.

Social Emotional Supports

During these difficult times, it is readily understood that personal/family connection, social emotional support, family responsibilities and time for reflection may become a higher priority. The Bensenville School District 2 newly formed MTSS teams serve as support to families as well as to staff.

Induction and Mentor Program

Given the unusual and difficult context we are in with COVID-19, adjustments are made to the assignment of a specific mentor for some staff. However, as with as new staff, the PLC team serves as the true support system for new staff. In cases where one mentor cannot be assigned and in addition to the PLC team structure, PAR program and district administrators will serve as additional mentors.

Technology FAQs: NOTE: Most certified staff have their own Zoom accounts to schedule individual and small group Tier 1, 2, and 3 interventions.

1. What platforms will be used to post work to parents/students and collect work from students?

Pre-K:

- Pre-K will utilize individual Seesaw classrooms to communicate classroom specific information and will be the platform used by students to complete and turn in assignments. These Seesaw classrooms will be set up by the district and maintained by each individual teacher.

Grades K-1

- Google Site and Seesaw
- Kindergarten and 1st grade teams will have a grade level remote learning Google Site where information for parents and students will be posted. The website will provide parents with an overview of the weekly lessons, provide additional resources for students and parents, provide information about specials and specialists, and provide district and school announcements. The grade level teams will continue to update these sites throughout the year.
- Each Kindergarten and 1st grade homeroom teacher will have a Seesaw classroom. These Seesaw classrooms will be set up by the district and maintained by each individual teacher. Seesaw will be used to communicate classroom specific information and will be the platform used by students to complete and turn in activities and assignments.
- Specials (PE, Art, Music) will also have a Seesaw classroom set up for each Kindergarten and 1st grade class. Seesaw will be used to communicate classroom specific information and will be the platform used by students to complete and turn in assignments. These Seesaw classrooms will be set up by the district and maintained by each individual teacher.

Specialists should work with grade level homeroom teachers to get resources posted on grade level sites or homeroom Seesaw classes. If working as a co-teacher in a classroom, please contact the teacher and ask them to add you.

Grades 2-3

- Google Site and Google Classroom
- Second and third grade teams will have a grade level remote learning Google Site where information for parents and students will be posted. The website will provide parents with an overview of the weekly lessons, provide additional resources for students and parents, and provide district and school announcements.
- Each second and third grade classroom teacher will set up a Google Classroom. Classroom will be used to communicate classroom specific information and will be the platform used by students to complete and turn in activities and assignments. Each teacher will create this class individually and should invite students to their Classroom (instructions on the E-Learning Tutorials spreadsheet). Each classroom should be set up with the following topics on the Classwork Page:
 - Today's Work or This Week's Work (*depending on if grade level is putting work up on a daily or weekly basis*)
 - Previous Week's Work: Week of __/__/__ (fill in blank with date, continue to create additional topics labeled similar as week's pass)
- Specials (PE, Art, Music) will also have individual Google Classrooms set up for each 2nd and 3rd grade class. Classroom will be used to communicate classroom specific

information and will be the platform used by students to complete and turn in assignments.

Specialists should work with grade level homeroom teachers to get resources posted on Google Classrooms for specific students. If working as a co-teacher in a classroom, please contact the teacher and ask them to add you. It is suggested to utilize the 'assign to only specific students' feature when posting assignments so only students that need assignment can view and access.

Grades 4-5

- Google Classroom
- Each fourth and fifth grade classroom teacher will set up a Google Classroom. Classroom will be used to communicate classroom specific information and will be the platform used by students to complete and turn in activities and assignments. Each teacher will create this class individually and should invite students to their Classroom (instructions on the E-Learning Tutorials spreadsheet). Each classroom should be set up with the following topics on the Classwork Page:
 - Today's Work or This Week's Work (*depending on if grade level is putting work up on a daily or weekly basis*)
 - Previous Week's Work: Week of __/__/__ (fill in blank with date, continue to create additional topics labeled similar as week's pass)
 - Specials (PE, Art, Music) will also have individual Google Classrooms set up for each 4th and 5th grade class. Classroom will be used to communicate classroom specific information and will be the platform used by students to complete and turn in assignments.

Specialists should work with grade level homeroom teachers to get resources posted on Google Classrooms for specific students. If working as a co-teacher in a classroom, please contact the teacher and ask them to add you. It is suggested to utilize the 'assign to only specific students' feature when posting assignments so only students that need assignment can view and access.

Grades 6-8

- Grade level Google Classroom and Individual Google Classrooms
- Each grade level will have a Google Classroom where general grade level information is communicated. PLC coaches at each grade level should create the grade level Google Classroom and invite students (instructions on the E-Learning Tutorials spreadsheet). Each grade level classroom should be set up with the following topics on the Classwork Page:
 - Daily Agenda
 - Attendance
 - Schedule
 - Announcements
 - Student Tutorials
 - SEL
- Each classroom teacher will set up an individual classroom for each class they teach. This will have the specific assignments related to the class and students will access and turn in completed assignments through these Classrooms. Teachers will set these classrooms up and invite students (instructions on the E-Learning Tutorials spreadsheet).

NOTE: A school license for Padlet and Screencastify were recently purchased for Blackhawk. See below for account info.

Padlet: To set up an account and access the paid version of Padlet, go to <https://blackhawkbsd2.padlet.org/> and use the “Sign in with Google” button to sign-in. Select your **bsd2g** account to access and be added to the school account.

Moving forward, you’ll continue to login from this URL (<https://blackhawkbsd2.padlet.org/>) rather than padlet.com. If you had an account under the free version of Padlet, you can import padlets from your free account, if needed. Direction on how to import padlets can be found [here](#).

Screencastify: Access Screencastify through the extension on Google Chrome. I uploaded staff bsd2g emails to the license, so it should automatically update your account to the paid version if you already had a screencastify account. If you have not had an account before, access the screencastify extension icon and follow steps to sign up. Use the “Sign up with Google” option and use your bsd2g account. To check if you have the paid version, you can open the extension, click the button with three lines in the top right corner of the window, and select “My Subscriptions.” It should show the active Blackhawk subscription.

Please also check out the Padlet and Screencasting tab on [this sheet](#) for more tutorials.

2. How do I find student Chromebook/Google usernames and password information?

Go to <http://lc.bsd2.org/Technology/> site and find the tab label “Student Information.” This will list log in information for all students in the district. You can utilize the search function to find a specific student.

Reminder: the LC site is only accessible in-school. If you need to look up a password and are out of the building, please contact your buildings instructional technology specialist.

3. What tech tutorials are available?

[Here](#) is a spreadsheet of tutorials organized by topic (app, hardware, etc.). This contains many different written and some video tutorials for teachers, students, and parents. Some created by the instructional tech team and BSD2 teachers and some are obtained from third-parties. Review list to familiarize yourself. You are also welcome to copy and paste any of the tutorials and post in your individual classrooms when needed.

[Here](#) is a website that parents and students will have access to for student and parent tutorials only.

4. Where can I find the remote learning lessons that some teachers worked on over the summer?

Remote learning lesson plans are posted on the district GAFE Curriculum Website. These are linked below:

- [K-8 ELA](#)
- [6-8 Math](#)
- [6-8 Science](#)
- [6-8 Social Science](#)

- [6-8 Encore](#)

5. What support is given to students without connectivity?

Staff must report students without connectivity to principals in order to correct this issue. Hotspots are available for distribution.

6. Who do I contact for technology support?

- For technology support related to topics such as hardware, device, wi-fi, etc., contact your buildings' technology support specialist:
 - Blackhawk: Manny Manago, mmanago@bsd2.org
 - Johnson: Joe West, jwest@bsd2.org
 - Tioga: Val Mrugacz, vmrugacz@bsd2.org
- For instructional technology support related to such topics as needed training or help with certain apps or district subscriptions, tech PD, or tech integration help, contact your buildings' instructional technology specialist:
 - Blackhawk: Mary Corbett, mcorbett@bsd2.org
 - Johnson: Mia Gutsell, mgutsell@bsd2.org
 - Tioga: *Position currently open*
 - If still open at the start of the year, please email both Mary and Mia for assistance.