



Bensenville School District 2

Remote Learning Staff Handbook

2020/2021

Updated 09/11/2020

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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. Click here for details of Hybrid Models.](#)
- [Bensenville School Reopening Plan. Click here for details pertaining to health protocols etc.](#)

On Tuesday, May 5, 2020, Governor Pritzker released *Restore Illinois*, a five-phased plan that will reopen our state, guided by health metrics. On June 26th Illinois entered into Phase 4.



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.

Effective remote learning blends both **synchronous** and **asynchronous** learning to maximize the time together virtually to build community and learn interactively, while also providing autonomy for learners to engage in and apply content, read, and problem solve.

Synchronous instruction is made up of two parts: Whole group and individual/small groups. **Whole group synchronous** instruction involves real time, interactive, teacher-led lessons where content is introduced and reinforced; activities include teacher modeling of content standards, launching projects, and class discussions. In **Individual and small group synchronous** instruction students participate in real time, interactive, teacher-led lessons customized to their learning needs.

Students also engage in **asynchronous learning** throughout each day. Asynchronous does not mean, “Absent”. Asynchronous time is critical as it allows students time to apply and practice what has been taught through independent assignments. Teachers analyze these assignments and other assessments to determine students’ learning needs in order to form the individual and small groups effectively.

The remote learning environment, whether 100% or Hybrid, was designed to deliver the best possible learning experience. This is why it begins with whole group, shorter, more targeted lessons followed by independent application, followed by small group clarification, re-teaching, and/or extension throughout the day. The following are examples of interactions within these delivery models:

- Using the formative assessment data, staff work with students in synchronous, small groups delivering instruction that supplements and/or extends learning. Typically these small, instructional groups (Tiers 1-2-3) change every 2-4 weeks; however, in collaboration with principals, schedules may change more or less frequently based on student formative assessment data. Synchronous groups may also be scheduled to check in with students on their asynchronous assignments.
- Staff assign asynchronous lessons (e.g., curriculum unit extensions, reading and writing response prompts, independent reading and annotating, math problem scenarios, extended projects).
- Specials as per grade level
- SEL, IEP, Language Minutes: Time allocated based on students’ needs.
- Teacher Helpline: 15-20 minutes may be scheduled 3-5 days per week for students to flexibly check-in with their teachers regarding assignments.

Parent Communication: Communicating with caregivers and students to provide updates regarding student participation, attendance, and progress is frequent and documented. Principals, in collaboration with grade/department teams, develop a spreadsheet to document parent contact and comments to ensure that the parents of all students receive information about their child’s progress. Attendance is analyzed in PLC meetings as well as in PLC Coach meetings to determine documented strategies for increasing attendance including implementing strategies from the school’s Chronic Absenteeism Plan. When appropriate students with frequent absences are referred to the school’s MTSS Team.

Staff Work Hours: Blackhawk Middle School

Staff Hours: 7:30 a.m. – 2:55 p.m. Mondays through Fridays; see also schedule for Mondays on page.

BMS 100% Remote Schedule

BMS: Teacher and Student Schedules:

[Staff version](#)

[Student version](#)

BMS Hybrid Schedule (all grades 6-8) Time frames will adjust to accommodate duties; the transition to the tentative 10/13 Hybrid schedule may also adjust.

The Hybrid Model is currently defined as students attending school in-person two days per week on a rotation (e.g., Tuesdays/Wednesdays or Thursdays/Fridays). On Mondays all students work remotely from home. The synchronous and asynchronous whole and small group activities on Mondays are adjusted to accommodate PLC meetings and “early release” of students.

Johnson & Tioga Schools (Pre-k-5):

Staff Hours: 8:15 a.m. – 3:30 p.m. Mondays through Fridays; see also schedule for Mondays on page.

100% Remote Schedule

Tioga: Teacher and student 100% remote schedules.

<https://drive.google.com/drive/folders/1tlpq6vND-7n77dcp2gmLLDGdtdT3ctNB>

WA Johnson: Teacher and student 100% remote schedules.

<https://drive.google.com/drive/folders/1b86hO7Lg1eQaUuDLJlwTXixgpbRRsof2?usp=sharing>

Hybrid Schedule

Time frames will adjust to accommodate duties; the transition to the tentative 10/13 Hybrid schedule may also adjust.

The Hybrid Model is currently defined as students attending school in-person two days per week on a rotation (e.g., Tuesdays/Wednesdays or Thursdays/Fridays). On Mondays all students work remotely from home. The synchronous and asynchronous whole and small group activities on Mondays are adjusted to accommodate PLC meetings and “early release” of students.

Tentatively, student in-person cohorts follow a schedule similar to that bulleted below:

- 8:50 – 12:00: Student synchronous instruction.
- 12:00 – 1:10: Student Travel & Lunch; Staff Lunch and Plan Time

- 1:10 – 3:30: Student synchronous and asynchronous activities with teacher designed small group instruction for extension and/or supplementation.

Pre-kindergarten Staff Hours: Applies to 100% Remote and Hybrid, although the Hybrid model may have adjustments.

Staff Hours: 8:15 a.m. – 3:30 p.m. Mondays through Fridays; see also schedule for Mondays.

Given that class sizes meet health department social distancing guidelines, students attend all four days, Tuesdays through Fridays. There are no Cohorts A and Cohort B.

- A.M. Sessions: 8:30 A.M. -10:30 A.M. (parent drop-off at 8:25)
- P.M. Sessions: 12:30 P.M. – 2:30 P.M. (parent drop-off at 12:25)
- 10:45 – 11:55 Staff Lunch and Plan
- 11:55 – 12:15 and 2:45 – 3:30
 - Parent Communication
 - Virtual Home Visits
 - Synchronous individual instruction determined by teacher analysis of students’ needs. Pre-k team develops this synchronous schedule for distribution to parents and principals. Typically these small instructional groups change every 2-3 weeks; however, in collaboration with principals they may change more or less frequently based on student formative assessment data.

Special Education Staff

For staff teaching the Academic Life Skills, Instructional Support Programs, Language and Social Skills Opportunities Program and the Social Support Programs, their students will attend four days a week during a hybrid schedule. Class sizes are smaller and within the guidelines for social distancing. Special precautions will be taken as necessary.

Currently, IEP meetings will be held remotely. As we continue to follow the health department guidelines, this could change. Time allocated based on students’ needs.

Monday Schedule:

All students work 100% remotely on Mondays working on asynchronous assignments and within teacher designed small groups for extension or supplementation. See the specific teacher and students schedules by grade/department for details.

Prior to school closures, the PLC planning meetings were scheduled on Tuesdays with students being released early; they are now taking place on Mondays. As noted below, questions/messages posed during the PLC Monday time will be responded to the next business day:

- Blackhawk Middle School: Mondays – 1:25 - 2:55
- Tioga and W.A. Johnson Schools: Mondays – 2:00 – 3:30

Attendance (Same as in normal)

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). Staff will notify the office at 12:00 if a student has logged in after 9:00. The student would then be marked as being in attendance.

Attendance is analyzed in PLC Coach and PLC meetings to determine documented strategies for increasing attendance and engagement including implementing strategies from the school's Chronic Absenteeism Plan. When appropriate, students with frequent absences and/or lack effort/engagement are referred to the school's MTSS Team for the purpose of developing strategies that have the highest potential in turning this situation around; this work is collaborative with the classroom teacher.

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. NOTE: Progress Report comments are provided to parents of all students and are specific, actionable (reference work of John Hattie).

Staff will continue to use the Teacher Ease 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:

- September 14th: Teacher Ease Portal open:
- October 2nd: Trimester 1 Progress Reports posted in Teacher Ease Portal. NOTE: Progress Reports must be done by 09/30th.
- November 5th: End of Trimester 1
- November 13th: Trimester 1 Report Cards issued. NOTE: Grades must be in by 11/11.
- January 15th: Trimester 2 Progress Reports posted in Teacher Ease Portal. NOTE: Progress Reports must be done by 01/13.
- February 18th: End of Trimester 2
- February 23rd: Trimester 2 Report Cards issued. NOTE: Grades must be in by 02/19.
- April 16 Trimester 3 Progress Reports posted in Teacher Ease Portal. Note: Progress Reports must be done by 04/14.
- May 21st: End of Trimester 3. Report Cards issued. NOTE: Grades must be in by 05/19.

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 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; others may be added based on administrator and staff discussions.

- Pre-K: Continue to monitor students' academic developmental skills, social interaction skills predominantly through observational and anecdotal notes.
- **ELA Grades K – 2 Phonics (Monlingual & Bilingual)**
 - Baseline: 08/24 – 09/04
 - PM 1: 10/04 - 16
 - PM2: 11/02 – 11
 - PM3: 02/08 – 19
 - Outcome: 05/05 – 05/19
- **ELA Grades 2 – 8 BRI & Tejas Lee (Baseline could begin earlier)**
 - Baseline: 09/22 – 10/02 ALL STUDENTS
 - PM 1: 11/02 – 11/06
 - PM 2: 01/06 – 01/13
 - PM 3: 02/22 – 03/05
 - Outcome: 05/03 – 05/14 ALL STUDENTS
- **ELA Grades 1- 8 ELA, Sci., SS Close Reading & Writing Benchmark Assessments** (Grs. 6-8 dates may change based on upcoming department discussions).
 - Baseline Benchmark 1: Return to students to direct instruction and inform groupings.
 - Administer Week of 08/31
 - Sept. 1-14 Score, Document, Analyze
 - Sept. 18 TI – Form Tier 1-2-3 small groups and monitor progress through next benchmark.
 - Benchmark 2: Return to students to direct instruction and inform groupings.

- Administer Weeks of 10/19 & 10/26
 - Weeks of 11/02 & 11/09 Score, Document, Analyze, Form Tier 1-2-3 small groups and monitor progress through next benchmark
 - TI Days: 11/23 & 11/24 –Review small groupings/progress, continue or redesign groups based on data
- Benchmark 3: Return to students to direct instruction and inform groupings.
 - Administer Weeks of 01/19 & 01/25
 - Weeks of 02/01 & 02/12 Score, Document, Analyze, Form Tier 1-2-3 small groups and monitor progress through next benchmark
 - TI Day: 02/26 –Review small groupings/progress, continue or redesign groups based on data
 - Benchmark 4:
 - Administer Weeks of 04/05 & 04/12
 - Weeks of 04/19 & 04/26 Score, Document, Analyze, Form Tier 1-2-3 small groups and monitor progress, initiate decisions for summer school
- Math (K-8) – Embedded formative assessments already within the curriculum. Administration will schedule discussions with the appropriate PLC coaches to determine the specific assessment and administration dates.
 - Brief List of Other Types 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 and 504 Plans

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>.

Bensenville District 2 is committed to ensuring that our students with Individual Education Plans (IEPs) and 504 Plans are provided their educational services in compliance with all state and federal safety guidelines related to the COVID-19 Global Pandemic. We are committed to providing a free and appropriate public education (FAPE) pursuant to your child's IEP, regardless of how school looks during the various state phases.

Schools will ensure:

- That any schedule modifications, necessary to comply with Illinois State Board of Education and Illinois Department of Public Health guidelines, will not negatively impact the delivery of special education services to our students with IEPs.
- Maintaining the proportionate percentage of students with IEPs in the general education classroom and approved age range when considering any class modifications; there will be modifications for pre-kindergarten students.
- Contingencies are in place so that in the event that a teacher or related service provider must quarantine, IEP services will still be delivered by appropriately licensed providers.
- Movement plans are developed for students who require services outside of the general education classroom so that students can safely transfer within the building and maintain social distancing whenever possible.
- Students who spend more than 50% of their school day within District 2 special education classrooms, including Academic Life Skills, Instructional Support Programs, Language and Social Skills Opportunities Program and the Social Support Programs, will attend four days a week during a hybrid schedule. Class sizes are smaller and within the guidelines for social distancing. Special precautions will be taken as necessary.

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 are 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 to pilot effectiveness. 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?

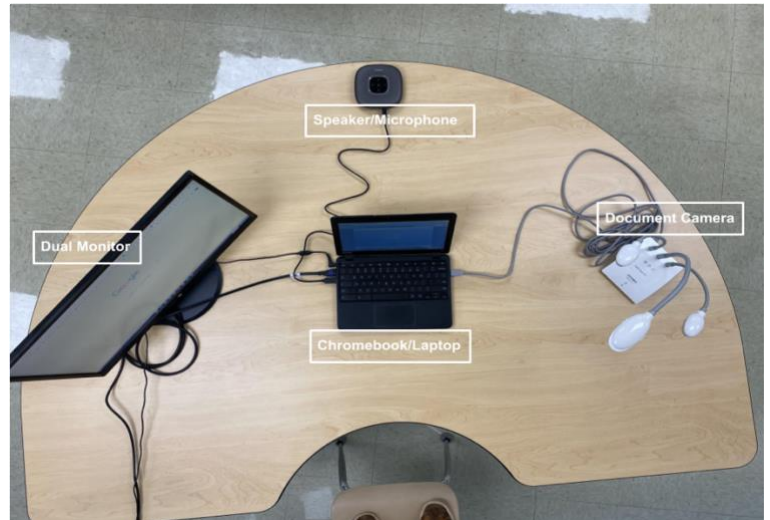
[Here](#) is a spreadsheet of tutorials organized by topic (app, hardware, etc.). This contains many different written and some video tutorials for teachers, students, and parents. Some created by the instructional tech team and BSD2 teachers and some are obtained from third-parties. Review list to familiarize 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. What technology set-up will I have for delivering remote lessons?

The image shows an example of a classroom setup for delivering instruction. Some of the items are backordered given the demand so principals will keep staff informed of progress:

- Laptop
- Extra Monitor
- Document Camera
- Microphone/Speaker



5. 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](#)

6. 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.

7. 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:
 - Mary Corbett, mcorbett@bsd2.org
 - Mia Gutsell, mgutsell@bsd2.org