

Peoria Public School District #150
Primary School (K-4 and K-8) Remote Learning Instruction Communication

In the absence of guidance from ISBE, the district has worked to develop what we believe to be a reasonable schedule for synchronous learning. It is our understanding that ISBE intends to release guidance in the near future. However, we have been informed that this guidance will consist of a series of recommendations and should not be interpreted as limitations. This flexibility allows for more local control and accounts for the various stages of readiness across the state.

Peoria Public Schools will provide Remote Learning instruction to students, once we return from Spring Break. Below is the schedule for lessons now that the school closure has been extended to April 7, 2020.

The below is an explanation of the Remote Learning schedule, as well as general guidance for primary schools.

Monday	Tuesday	Wednesday	Thursday	Friday
3/23/20	3/24/20	3/25/20	3/26/20	3/27/20
Spring Break	Spring Break	Spring Break	Spring Break	Spring Break
3/30/20	3/31/20	4/1/20	4/2/20	4/3/20
Staff plan from home	Staff plan from home			
4/6/20	4/7/20	4/8/20	4/9/20	4/10/20
Remote Learning Daily Schedule	Remote Learning Daily Schedule	Remote Learning Daily Schedule	Remote Learning Daily Schedule Continue until further notice for remainder of weeks	Good Friday No School

During this time, we are encouraging staff to try synchronous, asynchronous, and blended instruction (see below for a definition). The curriculum team will continue to be a resource for staff who are interested in making this transition or need support for Remote Learning.

1. Synchronous Instruction (Live): Synchronous instruction/learning refers to a learning event in which a group of students is engaged in learning at the same time. The staff member is teaching students in real-

time. Certified staff can use their laptop webcams to live cast their lessons in real-time and students could participate via Teams.

2. Asynchronous Instruction (Not Live): Asynchronous instruction/learning is the idea that students learn the same material at different times and locations. This includes pre-posted lessons or recorded and posted lessons. Certified staff may post their lesson in advance on Teams and communicate expectations with students via email, Teams, or Remind.
3. Blended Instruction (live and not live): Blended instruction/learning is the idea that students learn via electronic and online media as well as virtual teaching. Certified staff may record their lesson instruction Teams, post, and then make themselves available during designated lesson time. The curriculum team will create PD on how this works.

As you transition to synchronous, asynchronous, and blended instructional approaches, resources are available to use with your students for [Instructional Technology Support](#). Information on our district website is available for self-learning or tech office hours are available every day by Lisa Kokos.

Options for Remote Learning Instruction

1. Certified staff can embed their lessons via the district provided Microsoft Teams platform, by sharing their screen. Students could log in to participate in the lesson.
2. Certified staff can use the webcams to live cast their lessons in real-time and students could participate via the district provided Microsoft Teams platform.
3. Certified staff may record their lesson instruction via the district provided Microsoft Teams platform and make themselves available during designated lesson time.
4. Certified staff may post their lesson in advance on Microsoft Teams and communicate expectations with students via Microsoft Teams.

Staff will need to communicate in advance to their students which model they plan to utilize for instruction with the following method:

- K-8 Teachers
 - May use e-mail with students. (may be more appropriate for grades 3-8)
 - All K-4 teachers should have their learning grids posted to the school website by noon Friday the week prior.
 - May use Microsoft Teams announcements to communicate with students.
 - It is suggested that you have a page within your Microsoft Teams class showing your plans. Parents and students can access this page via Microsoft Teams

Daily Schedule for All Staff

All certified staff should be prepared to be available via e-mail or other means to interact with parents, students and other staff for their contractual day. The schedule below has two purposes:

- The schedule provides students and families a structure and schedule for Remote Learning at home.
- For staff implementing synchronous teaching, the schedule ensures they have allocated time that will not interfere with other staff's instruction.

Primary School Schedule

	AM	PM
Kindergarten	20 min of Independent Reading 15 min screen time (Waterford Reading) Choose 1 non screen activity 15 min movement break SEL – teacher directed mini lesson or choose 1 activity	10 min daily Journal Reflection (draw a picture and write 1 sentence for what you did today) 15 min screen time (Waterford Math) Choose 1 encore activity 15 min movement break
1st & 2nd	20 min of Independent Reading 20 min screen time (Waterford Reading) Choose 1 non screen activity 15 min movement break Choose 1 encore activity SEL – teacher directed mini lesson or choose 1 activity	15 min daily Journal Reflection (3 – 4 sentences) 20 min screen time (Waterford Math) Choose 1 non screen activity 15 min movement break
3rd & 4th	20 min of Independent Reading 30 min screen time (Reading) Choose 2 non screen activities 20 min movement break Choose 1 encore activity SEL – teacher directed mini lesson or choose 1 activity	20 min daily Journal Reflection (2 – 3 paragraphs) 30 min screen time (Math) Choose 1 non screen activity 20 min movement break

Middle School Schedule

AM	PM
30 minutes of Independent Reading	20 minutes of daily Journal Reflection (1 page)
1-hour screen time (math or reading)	1-hour screen time
Choose 2 non-screen activities (math or reading)	Choose 2 non-screen activities
20-minutes movement break	20-minutes movement break
SEL – teacher directed mini lesson or choose 1 activity	Choose 1 encore activity

Ideas for Middle School:

Blended environment – flipped asynchronous classroom model, where students are introduced to a concept 1 day through virtual lessons, videos, reading, etc. Day 2 – some sort of synchronous instruction online to do next.

During the week of March 30th, all staff teachers will prepare for moving to Remote Learning through the Teams platform. Teachers may choose to move into synchronous teaching, as they feel comfortable and will push out lessons to students through teams. Detailed directions should be shared with parents to access Teams with their student. It is an expectation that all staff are making personal contact with our students on a regular basis.

Staff are encouraged to create pre-recorded mini lessons, so their students can hear from their teacher and stay connected. Staff should push out assignments through Teams, which is where students will complete their work. It is an expectation that teachers are providing feedback to all students in Teams.

In addition to creating the weekly lesson plan for students to follow, each teacher should develop a username and password page for each student to be distributed by March 31 to all families through whatever form of communication the teacher uses with their families.

It is an expectation that all schools should update their school websites, with the learning grids for the week (screen options and non-screen options, SEL options, etc.), by Friday, at noon, the week prior. All schools should also make available a printed option available to all students, should parents wish to pick up a packet, between designated hours, at the front office if they do not have access to a printer or have technology concerns. This should be done by *request only* and used as a last resort to comply with the shelter-in-place order. Please communicate this through the robocall and e-mail system to parents.

For K-2 students in Waterford, 3-8 students in Lexia and IXL, their online time should be the recommended screen time, per their age in the AM and PM on Waterford Reading and Math or Lexia Reading. For those students not on Waterford or Lexia, they should choose an option from the Approved Apps for Parents page provided.

All paraprofessionals will be assigned to classrooms. Principals should work with the staff to determine a schedule for tutoring through Teams for each student, who is in Tier 2 or 3. It is the expectation that tutoring is occurring, daily, through individual Teams sessions on specific skills. Teachers and paraprofessionals should have time to plan together.

For Primary School, all teachers should be on and available for students during the hours of 9:00 AM – 3:00 PM daily. Prep is from 8:15 AM – 9:00 AM. PLCs, staff meetings, and trainings should occur between 3:00 PM – 3:45 PM.

For Middle School, all teachers should be on and available for students during the hours of 8:00 AM – 2:00 PM daily. Prep is from 7:15 AM – 8:00 AM. PLCs, staff meetings, and trainings should occur between 2:00 PM – 2:45 PM.

Teachers and support staff are welcome to hold live class and tutoring sessions through Teams with their class. It is up to the teacher to communicate when live classes will meet. Principals should work with the staff to consider a rotating schedule for live classes by grade level, should a family be sharing a computer.

Guidance for Remote Learning

- As you consider the guidance for your Remote Learning planning, we understand you may have questions. It is important to note specific questions should be submitted to your Executive Director.

- Starting on April 7, 2020, we are moving away from an enrichment focus; rather, you should be planning instruction to continue learning focused on your pacing guides/frameworks.
- Teachers should have a Remote Learning page on their individual webpage, which gives information about how students should complete their Remote Learning activities, who might assist them (i.e. paraprofessionals who are supporting), how students can expect teachers to communicate with them, as well as when students can expect communication. Below is an example:
 - For Ms. Smith's class:
 - We will meet every day, at 9:00 AM, through Microsoft Teams/e-mail.
 - You may hear from Ms. Jones, a paraprofessional supporting our class.
 - I will be watching my e-mail every day, so you can contact me. I can also set up a Microsoft Teams Meeting, with you, during this time so I can give you direct support.
- Staff have the autonomy to determine how their instructional minutes will be structured, using synchronous instruction, preparing asynchronous individual and group activities, posting assignments, conducting synchronous individual and group check-ins, etc.
 - Please do not feel the need to teach synchronously from "bell to bell."
- It is appropriate to build in time for students to complete or participate in the assigned activity/work during the instructional period. Please be aware of the workload expectations you have for students. Keep in mind, they have multiple classes a day and this type of learning is not their norm.
- The use of synchronous learning is something we are encouraging all teachers to attempt. Please know that we are aware there are varying levels of comfort in implementing this; therefore, you have independent discretion as to if, when and how much synchronous learning you deploy.
- We encourage you to reach out to our Curriculum and Instruction department for support.
- Please remember you should only be using district approved digital resources during Remote Learning days. Although companies are communicating to educators about free resources for a limited time, the privacy laws have not been changed.

Curriculum and Instruction Department Support Resources

Remote learning plans are available in CAPPS for each grade level to use as a reference when planning remote assignments and activities for students. Within the grade level folder suggested on-screen and off-screen activities are provided for each content area including SEL and brain breaks. Also is an apps page to provide additional support to students if teachers would like to include. Several suggested outlines for daily/weekly schedules are also provided to assist. The documents can be found in CAPPS/E Learning/COVID 19/Remote learning plans or by clicking this link: [COVID19 Remote Learning Plans](#)

Technology Department Support Resources

Remote learning training progression document is available that provides links to Microsoft teams meeting and classroom resources. Links are provided for specific classroom features to match the level 1, 2, 3 skills of teachers. Two options are available, with one being training that can be counted for CPDU certification through Microsoft Education. Daily tech office hours are available for specific MS teams features and personalized help, 9:00-3:30 each day. The documents can be found on district website through the [Instructional Technology Link](#) or in CAPPS/E Learning/COVID19/Technology training or by clicking this link: [Technology Training](#).

Support Staff (Teacher Aides and One-on-One)

Support staff will be an integral part of our Remote Learning plan. Instructional support and expectations will vary by job role.

Some expectations of Support staff, at this time could be:

- Participate in Microsoft Teams training the week of March 30th.
- Maintain daily contact via e-mail with teachers, whose classroom they support (as appropriate)

- Respond to primary and middle school students' and parents' e-mails (as appropriate)
- Follow the schedule of the student assigned to as a 1 to 1 paraeducator
- Schedule a time to support students during the schedule and be available during work hours
- Support teachers in live teaching
- Check on students and be available for questions and support during work hours
- Follow the support schedule to support general education teachers/ classes in live teaching

