

# *Prioritizing Student Success as we Reopen Schools Remotely*

Daniel J. Warwick, Superintendent



# Teacher Expectations

- Meet daily with an assigned homeroom/advisory/crew to support relationship-building and social-emotional well-being
- Engage with students and families prior to the start of the year to start forming relationships
- Collaborate with colleagues to plan lessons
- Create a well-organized Schoology (PK-5) or Unified Classroom (6-12) class page
- Post video lessons, tasks, and assignments ensuring a daily workload consistent with required time on learning
- Ensure that remote learning activities are consistent with SPS Unit Planning and Pacing guides
- Collaborate with SPED and ELL teachers to ensure work assigned is aligned to special education and EL student needs
- Provide students with expected daily routines or schedules
- Maintain and log effective and ongoing communication with families
- Respond to student questions and concerns within 24 hours during the school week



# Student Expectations

- Participate in virtual student orientations
- Attend school and synchronous virtual lessons daily
- Create a space and dedicate time for learning on remote days
- Sign into Schoology (PK-5) or Unified Classroom (6-12) daily
- Complete independent projects/tasks assigned by teachers
- Log into i-Ready ELA and Math (K-8) and Read 180/System 44 (Secondary) online learning platforms on remote learning days as required
- Use school-issued technology for academic purposes
- Collaborate with peers on remote assignments using respectful language and behavior
- Reach out to teachers and support staff when you need help or when overwhelmed



# Elementary Remote Expectations

- Students meet with their homeroom/advisory/crew every day
- Teachers will facilitate student engagement in synchronous and asynchronous learning activities daily
- Every student must have a minimum number of 40-minute synchronous virtual classes per week
  - Four in reading and math
  - Three in writing and science
  - Two in social studies and specials
- Between synchronous and asynchronous activities, daily students must have 120 minutes for ELA, 90 minutes for Math, and 40 minutes for Science or Social Studies
- Specials should be received on a rotating basis
- Students should have at least two graded assignments to complete per week, per subject
- Learning activities, both synchronous and asynchronous, must take at least as much time to complete as students would be spending in school if they were physically present
- Students should receive necessary EL and SPED services as required by their EL level or IEP



# Secondary Remote Expectations

- Every student will start the day with a virtual meeting of their homeroom/advisory/crew
- Every student must have at least three synchronous virtual classes per week, per course with each lasting at least 50 minutes
- Students will receive necessary EL and SPED services virtually as required by their EL level or IEP
- Students should have at least three graded assignments to complete per week, per course
- Students should be given at least one week to complete graded assignments
- Scheduling among virtual classes will be coordinated across the building or across a grade level to ensure that students do not have all their virtual classes on the same day
- Students will engage in learning activities that are designed to allow students to work independently, but with support as needed. Students will be challenged, but not frustrated
- For asynchronous activities, teachers will provide students with suggested schedules for the completion of remote activities



# Time on Learning

## Elementary

- Homeroom, morning reflection, and whole school dismissal daily
- Synchronous virtual classes per week
  - 4 in reading and math
  - 3 in writing and science
  - 2 in social studies
  - 2 in specials
- Minutes per day: 120 in reading and writing; 90 in math; 40 in science or social studies; and, 40 in specials
- 2 graded assignments per week, per subject

## Secondary

- Homeroom, advisory, or crew daily
- Three synchronous virtual classes per week per course
- Synchronous virtual classes at least 50 minutes each (i.e. 150 minutes synchronous instruction per course per week)
- Three graded assignments per week, per course (allowing students at least a week to turn in each assignment)





# Social-Emotional Supports

- All students participating in a homeroom/advisory/crew daily
- Social emotional learning curriculum
- Positive Behavior Intervention Supports
- City Connects
- School Counselors
- School Adjustment Counselors
- STAT teams



# Tracking Attendance

- Attendance will be taken at every homeroom, advisory, or crew meeting daily
- Secondary-specific
  - Homeroom, advisory, crew meeting daily will serve as Bridge Period
  - Period attendance will be taken at each virtual class meeting by section
- Attendance Specialists will be working with schools to monitor daily and period attendance, following up with chronically absent students



# Technology Tools

- 1:1 Laptops for students in K-12
  - Personal devices can be used if the student has all day access
- iPads for PK students
- District-sponsored internet services for students without access
- Schoology (PK-5) and Unified Classroom (6-12) learning management platforms to organize and communicate student learning activities
- SPS-created/curated video lessons in Schoology and UC libraries
- Zoom licenses for every educator to support virtual classes
- MS Teams for video conferencing and team collaboration
- DyKnow for monitoring student online activity
- Office 365 and OneDrive for productivity and sharing
- Numerous online curricular resources from curriculum companies



# Laptop Distribution

- Every school will receive enough laptops to issue a laptop to every student who does not already have one (this will include relying on laptops remaining in schools)
- Three rounds of laptop deliveries
  - Schools should receive their first laptop deliveries by September 4th
    - Enough to provide a laptop to every student, but might require issuing older Lenovos
  - Second and third rounds, TBD, will provide enough to replace “assigned” Lenovos
  - Lenovos should remain in school as loaners and spares
- Schools should schedule laptop pickups with families able to come to school starting the week of September 8<sup>th</sup>
- VanPool can be used to deliver to families not able to pickup

# Laptop Procedures for Broken Student Devices

- Students without a laptop should obtain one through their school (pickup or delivery)
- If a student laptop is broken, the student/family must access the Student Help Desk on MS Teams
  - If the issue cannot be resolved remotely the student/family will be directed to complete a replacement form
  - IT will arrange delivery of a replacement



# Internet Needs

- For students residing in Springfield
  - Comcast Internet Essentials will assist families if they don't have internet
- For students residing outside Springfield
  - Schools may provide T-mobile hot spots as requested by families



# Direct Supports for Students and Families

- SPS Family Support YouTube channel
  - [https://www.youtube.com/channel/UCUbdvuyhx6-luaRw\\_45S7Dg?guided\\_help\\_flow=3](https://www.youtube.com/channel/UCUbdvuyhx6-luaRw_45S7Dg?guided_help_flow=3)
  - Multi-lingual videos on how to use SPS laptops and key software
  - This will include a video on how to get help via MS Teams
- Help documents and guides on the SPS website
- Student Help Desk on MS Teams
  - Most laptop issues can be resolved remotely
  - Replacement delivery will be arranged when issues cannot be resolved