

SHPS FALL RE-ENTRY

SUGGESTED TEACHER EXPECTATIONS FOR REMOTE/ HYBRID MODELS:

We are working on defining a consistent set of expectations and structures for our phased in re-entry plan with a focus on supporting every single student to the best of our ability. Building relationships and assessing student work in an authentic manner are priorities, as well.

- Official start and end times remain the same per building; educators are expected to fulfill their responsibilities within the contractual workday
- **Buildings will be open during the day for any educator that wishes to teach from their room and access resources. Those that enter any building must sign in and out daily and complete a self-attestation form on file, should the need for contact tracing arise.** (Paper self-attestation forms until November 3rd; online starting Nov. 4th if students return
- **Educators will post agendas, lessons, assignments either daily or weekly (per principal's preference). These should be organized and archived in a manner that is easy for students and families to access later.**
- **Educators will remain logged on and have access remotely during all class period times, excluding prep periods. Emails will be answered during school hours.**
- **In order to better support students and families, it is strongly suggested that all instructional lessons that teach skills/ concepts be recorded and posted. LOOM can be used to record lessons without student faces.**
 - Recorded lessons offer additional support; families can access at different times
 - Teachers can record themselves, Whiteboard and Elmo screen
 - All students must give consent to be videotaped; or after being notified and they do not object
 - Any lessons that will be posted with students' faces need parental permission (Zoom and Google Meet are working on blurring background faces). Students who do not wish to be taped can simply stop the video feature on their device.
 - The easiest way to do this would be for principals/ teachers to put an announcement in their newsletters/ welcome letters: In an effort to offer additional support for students and families, teachers will be recording certain lessons to post online. Some of these lessons may be recorded interactive lessons with students through Zoom or Google Meet. If you object to having your student videotaped in these lessons, please let your teacher and building principal know by September 18, 2020. It is the student's responsibility to disarm the camera feature on their chromebook.
 - IT dept is working on finding the easiest and most integrated manner
- Half-day Wednesdays: attendance must be taken. At principal's discretion, synchronous or independent learning will occur for the a.m. While teachers will be working a full day, they will only be available to answer emails until students' dismissal. Teachers will use afternoon time to collaborate, plan, and attend IEP meetings.

- Be aware of your surroundings while video conferencing. Your background and attire should be school appropriate.
- Take and record attendance for every class period
- Connect early with families. Instead of answering the same questions through email, consider hosting a daily/ weekly parents' Zoom call for 15 minutes until families are comfortable with the new remote routine.
- Establish class routine
- For young grades, start with morning meetings to build community and check in; end with meeting to reconnect learning, ask questions and explain next day's agenda
- Recognize that the level of support each student receives from families and caregivers vary according to individual student needs
- Educators need flexibility to respond to students' needs while still following established curriculum pace
- Offer academic, mental health, and emotional support
- Computerized assessments through Grade 8 to get immediate information about students' baseline and regression
- Educators will utilize Google Classroom or other established learning platforms
- Assigned work will be turned in through an online platform; teachers will provide timely feedback on their engagement and learning
- Offer some flexibility for deadlines but expect students to do the work and demonstrate mastery of material and learning targets
- Grading policy will be the same in all three models
- Calling out policy: call building sub dispatcher at normally scheduled hours. An automatic reply on emails should be made to let parents know that you are out sick today or have a personal day. Each teacher should have an emergency lesson plan on file with the building sub dispatcher so student learning is not disrupted. Grade level leaders, Curriculum Facilitator and Department Chairs will work to develop teaching teams.
- Follow up with school protocol to engage the Student Assistance Team/ Counseling department for any student that is not engaging.
- Monitor student participation in activities, grade assignments and assessments, and provide timely feedback on submitted work
- Maintain ongoing communication with your colleagues who also serve your students. Participate in professional learning opportunities remotely during the contractual work day.
- Participate in IEP or student meetings remotely as requested
- Participate in Scheduled Faculty meetings and collaboration time
- Immediately call or email parents and caregivers with any concerns; Please use *67 so your phone number is blocked
- Independent activities will be provided at the developmentally appropriate level
- Office hours will be held to respond to emails or meet with students; emails will be answered in a timely manner

- When Special Populations return, students will learn simultaneously at home with students that are in classrooms, if developmentally appropriate
- All staff and faculty are mandated reporters. If they see any abuse or neglect, they must follow district policy and file a 51A with the appropriate agency, as well as notify their building principal and guidance counselor

	Synchronous Learning:	Asynchronous Learning:
Definition	Remote learning where everyone from a given group is online at the same time using tools such as Zoom, Google Meet or other platforms	Remote learning where students access pre-recorded lessons or independent learning tasks at any time during the day
What does it look like?	<p>Checking in with students regarding their social emotional wellness, building community and establishing personal connections</p> <p>Engaging students in discussions to ensure understanding of information</p> <p>Previewing or explaining assignments or expectations of learning tasks</p> <p>Answering student questions about one of the recorded lessons</p> <p>Conducting small group instruction</p> <p>Modeling or sharing examples of final products</p>	<p>Viewing recorded instructional videos/ lessons</p> <p>Listening to read alouds and answering questions</p> <p>Engaging in online discussions by reading and posting responses (i.e. Padlet, Flipgrid)</p> <p>Reading posted literary sections and responding</p> <p>Responding to and collecting student work/ performances</p> <p>Completing independent learning tasks and assignments</p>