Seneca High School Guidance Document for Faculty & Staff Members on E-Learning

Index:

Section 1: Daily Schedule for Staff and Students

All certified staff should have daily lessons for each of their assigned courses on PowerSchool Unified Classroom. Seneca High School's e-plan will utilize an A/B Day Block Schedule (30 minutes per period) with teacher office hours.

Our plan expects that student assignments be aligned to the learning standards and reasonable in nature given the novelty of online learning for most of our students. It is, however, very important that students complete work in a timely manner. Grades will be taken for the assignments.

A Day courses will provide students lessons on Mondays and Wednesday. These lessons will be asynchronous (not live) and should take approximately **30**-45 minutes for students to complete. Additionally, each teacher will be available for 30 minutes each A Day for synchronous (live) assistance or questions. For maximum flexibility, students are not required to be online at any certain hour of the day to complete the daily assignments.

B Day Courses will provide students lessons on Tuesdays and Thursdays. These lessons will be asynchronous (not live) and should take approximately **30**-45 minutes for students to complete. Additionally, each teacher will be available for 30 minutes each B Day for synchronous (live) assistance or questions. For maximum flexibility, students are not required to be online at any certain hour of the day to complete the daily assignments.

Fridays will be held exclusively for teacher "Office Hours" and Planning and Preparation time and Student Support Time. Each teacher will hold a Zoom video conference session for all students who need assistance or have questions. This session is synchronous.

All certified staff should be prepared to be available via email, Zoom, or district telephone system 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 e-Learning at home.

- For staff interested in implementing synchronous (live) re-teaching, the schedule ensures that staff have allocated time that will not interfere with other staff's instruction. These sessions can then be recorded and implemented into PSUC for students to view.

** Seneca High School Teacher Office Hours 9:30 - 1:30 Daily AND by appointment.

Teachers need to be available in synchronous fashion in Zoom during the schedules below. Teachers please add this on your PSUC classroom header. On Fridays, each teacher will have an additional 1-hour of office hour time. Fridays can be used for additional student supports, accommodations, and wellness checks, as well as office hours.

Daily Office Hours

9:30-10 AM	10-10:30 AM	11-11:30 AM	12-12:30 PM	1-1:30 PM
Adams	Applebee, A	Castelli	Brungard	Baker
Applebee, Mi	Applebee, Mar	Champene	Doloski	Baxter
Foster	Derber	Lardi	Durdan	Decker
Maierhofer, Jn	Holman, B	Maxwell	Jackson, A	Holman, J
O'Connor	Kirkton	Ruby	Jackson, C	McCarthy, Al
Ugolini	Maierhofer, Jef	Witte	Machetta	O'Boyle
Walsh, Jo	McCarthy, D	Erickson	Slutz	Peeples
Weber	Walsh, Ja		Vroman	Read
Welsh	Yegge			Windham

Friday Office Hours

9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM
Adams	Applebee, A	Castelli	Brungard	Baker
Applebee, Mi	Applebee, Mar	Champene	Doloski	Baxter
Foster	Derber	Erickson	Durdan	Decker
Maierhofer, Jn	Holman, B	Lardi	Jackson, A	Holman, J
O'Connor	Kirkton	Maxwell	Jackson, C	McCarthy, Al
Ugolini	Maierhofer, Jef	Ruby	Machetta	O'Boyle
Walsh, Jo	McCarthy, D	Witte	Slutz	Peeples
Weber	Walsh, Ja		Vroman	Read
Welsh	Yegge			Windham

Section 2: Guidance and Teacher Responsibilities for e-Learning

As you consider the guidance for your e-Learning planning, we understand that you may have questions. It is important to note that specific technology questions should be submitted to Mr. Harig, IT Director. Specific curricular, instructional, or assessment concerns should be sent to Mr. Voiles, Principal.

Teachers should have an e-Learning page/link in their PSUC class which gives information about how students should complete their e-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 a hypothetical example that could be included in an email to students or on your PSUC class headers:

- You may hear from a paraprofessional supporting our class.
- Your assignment due dates are in your PSUC calendar so you can plan your work.
- I will be watching my email every day so you can contact me. I can also set up a Zoom with you during this time so I can give you direct support if needed. I have office hours each day after classes as well as Fridays from 9-10 AM to support all of my students.

Make E-Learning activities available in a timely manner to students. Provide timely feedback on student work, as well as communicate regularly with students.

Provide a range of meaningful learning opportunities that meet the needs of all learners during this period. Please refer to the e-Learning Best Practices and advice from SHS Administration and ISBE documentation, as well as continued emails from Mr. Harig.

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, unique home situations, and this type of learning is not their norm.

The use of synchronous sessions for office hours and re-teaching is something we are requiring all teachers to hold. Please know that we are aware there are varying levels of comfort in implementing this. Please contact Mr. Harig for additional assistance with Zoom.

We encourage you to reach out to SHS Technology Department or administration for support. There are webinars and resources planned on Monday, March 30, 2020 to help you navigate these new experiences.

Please remember that you should only be using district approved digital resources during e-Learning days. Please refer to the SHS Faculty Handbook on appropriate network usage for more information or reach out to Mr. Harig with questions.

If students are unable to access learning requirements via technology, the teacher must provide hardcopy resources as an alternative. Please work with Diane Ruff to create packets should they be needed.

Section 3: Communicating with Students

1. Maintain classroom customs and norms as much as possible.

2. Remind students how to best communicate with the teacher and, when appropriate, peers.

3. Ensure all students have access to information through at least one form of communication (mail, packets dropped off, or picked up, phone, video, email, etc.).

4. Set guidelines for effective teacher response and quality feedback times.

5. Maintain regular communication and set a minimum threshold for contact.

6. Reach out regularly to students to assess their progress, well-being, and difficulties. If students are not responding to e-Learning lessons, make multiple and prompt efforts to gauge the situation. Notify Mr. Voiles when students are not engaging in e-Learning.

Section 4: E-Learning Instructional Method Options:

Please remember that we are navigating unchartered waters and we would all rather see our students' faces live in our classroom and interact with them in that fashion. However, our current environment dictates an alternative method.

1. Zoom Webinar and instructional help will be shared in an email and webinar from SHS Tech. There will be an email from Mr. Harig and a live Zoom session with all faculty and paraprofessionals Monday 3/30 at 10 AM. Additionally, the administration will hold an additional Zoom session on Monday 3/30 at 3:30 PM.

2. Certified staff may embed their recorded or Zoom created presentation into their PSUC class/section. SHS Tech will offer professional development on how this works.

3. Certified staff may record their lesson instruction via the district provided Zoom and post to PSUC and then make themselves available during designated lesson times. SHS Tech team is available to help provide professional development opportunities, please email Mr. Harig for more information.

4. Certified staff shall post their lesson in advance on PSUC as has been the previous expectation and communicate expectations with students via PSUC.

5. Please implement, if appropriate, drop-in resources from Mrs. Rockrohr's team with special education teachers and/or paraprofessionals for additional supports and accommodations.

Section 5: Grading and Student Accountability

Grading recommendations from ISBE and SHS Administration:

1. The emphasis for schoolwork assigned, reviewed, and completed during the remote-learning period is on learning, not on compliance. The focus should be on the material that has already been learned, to reach a level of mastery. Additionally, if there are new core concepts to be taught, teachers are cognizant of the limitations of the current environment and focus only on essential skills and content.

2. Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame.

3. All work will have feedback and be taken for credit. Failure to complete work and perform well will negatively impact a grade. Students will be given opportunities in this time to re-do and improve work; students will be given every opportunity not to fail. If personal circumstances interfere with the ability to complete quality work, students will receive an incomplete, but be required to complete work prior to the next school year. Guidance Counselors will be available to provide supports and reach out to students as needed.

4. A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority during this unprecedented time.

5. At this time, performance or more subjective types of assessment are preferable. These assessments include written response, essays, recorded speeches, written explanations of procedures to solve problems, etc.

6. CTE teachers should develop alternate methods of assessment for career and technical education course work, where appropriate, including use of video, electronic submission, etc.

7. Dual credit policies should be developed in conjunction with partner institutions. Dual credit teachers and the Algebra 3 instructor should follow the requirements of partner institution.

Section 6: Student Privacy (taken from Illinois Principal Association):

It is critical for teachers to create an e-Learning environment that imitates the classroom environment as closely as possible. Below are tips to ensure student privacy compliance.

1. Make sure that your e-learning platform is FERPA and COPPA compliant. PowerSchool Unified Classroom is compliant.

2. Use any available security features to limit or lockdown the e-learning platform to current students only. For example, require a user identification code and make sure the code is only distributed to current students in the class.

3. The U.S. Department of Education has opined that parent observation of e-Learning instruction does not generally violate FERPA.

4. Teachers may record and distribute to students e-Learning instructional modules. Teachers should not record and distribute videos showing student participation without parent permission.

5. Teachers should remind students not to record e-Learning instruction without express teacher permission.

6. Teachers should be reminded not to share personal student information through an e-Learning platform.

7. It is important to make sure that any transmittal of student personal data and information is encrypted.

Section 7: Student Expectations for Zoom Office Hours

(Feel free to add these to your PSUC E-Learning pages and go over with students).

- Communicate with us. We are here to help!
- Please have your assignments or questions ready to discuss.
- Use appropriate language at all times.
- Wear school appropriate clothing while on a video chat.
- "Mute" your microphone on Zoom while you are not talking.
- Do not invite other students to the Zoom session.
- Do not record Zoom sessions.
- Students must enter Zoom sessions using their own name.
- Student should not enter any Zoom session for which they are not enrolled.
- Do not share your screen unless asked to do so.

Section 8: Ensuring Student Engagement in E-Learning

1. Teachers will regularly reach out to students to assess their progress, well-being, and difficulties. If students are not responding to e-Learning lessons, teachers will make multiple and prompt efforts to gauge the situation. Notify Mr. Voiles when students are not engaging in e-Learning.

2. The School Counselors, School Psychologist, and the Student Success Support Counselor will regularly monitor student e-Learning performance and make contact with students and parents as needed.

3. The school SRO will make wellness checks on students not engaged in e-Learning, especially when attempts to contact students and parents telephonically and via email have failed.

Section 9: Returning to Traditional Learning

Seneca High School students will return to traditional face-to-face learning at SHS as soon as practically possible after policymakers reopen schools in Illinois. Consideration will be given to:

- Student and staff social and emotional needs
- The health, safety, and welfare of students and staff
- Transportation Availability
- Public School Calendar Requirements
- Legal Mandates
- Conditions placed upon schools during the reopening period
- Student academic progress in e-learning

IMPORTANT: Students failing to complete e-Learning without sufficient cause as determined by the administration will be subject to an Incomplete or a reduction in grades, including failure. Students receiving an incomplete will NOT receive credit until all e-Learning work is made up and of sufficient quality. Students will have a very limited time to make up Incomplete work.