



CONCEPT SCHOOLS

Chosen Wisely



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Distance Learning
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OUR GOAL IS **NOT** TO DUPLICATE THE CLASSROOM

OUR GOAL IS TO PROVIDE ENGAGING AND APPROPRIATE
HOME LEARNING ACTIVITIES FOR OUR STUDENTS

INTRODUCTION

With all public and private schools ordered closed, schools will be needing to make the switch to Online, remote learning until the current Coronavirus situation has passed. CSAD will continue to operate as support for all schools with our content area directors working to provide and update resources on a timely basis and responding to teacher questions. This document reflects our suggestions for how superintendents, principals, and APA's can establish systems and protocols that will allow for continued learning for all our Concept students as you respond to the directives of your states.

GUIDING PRINCIPLES

- ❑ Keep everything clear and simple
- ❑ Try to use what you have already been using
- ❑ Make sure our plan works for all families
- ❑ Find ways to connect teachers and students/parents virtually
- ❑ Teachers should require students to read independently each day and [reflect on their reading](#)
- ❑ Use clear written explanations
- ❑ Provide guided and independent practice
- ❑ Plan [movement \(brain breaks\)](#) for students/adults
- ❑ Ask students to complete [reflective writing journals](#) everyday
- ❑ Provide [checklists](#)

COMMUNICATION RECOMMENDATIONS

- ❑ School admin team meets with group of teachers on a daily basis
- ❑ All staff are available to respond to questions or meet Online on school days
- ❑ Students/parents are expected to check email and messages daily
- ❑ Students attend daily live sessions
- ❑ Teachers post [weekly plans](#) or [daily plans](#) and assignments
- ❑ A group of students are assigned to a homeroom teacher (grades 4-12) for a daily check in. K-3 meet with classroom teacher
- ❑ School staff for SPED/504/ELL should continue to follow state/federal/sponsor compliance requirements/flexibilities

LOGISTICS

- ❑ Focus on student and adult well-being
- ❑ Ensure all parent/student contact information is up to date
- ❑ Update your policies about technology/Internet and social media usage
- ❑ Collect data on who has access to tech devices/Internet at home and who will be supporting the students
- ❑ Provide tech devices and Internet access if needed
- ❑ Create a document where you list the links and login info for all programs that students will be using (make sure to include free Online book access)
- ❑ Do not send a laundry list of platforms or resources without direction

SCHOOL ADMINS EXPECTATIONS

- ❑ School admins continue to
 - ❑ be accountable for student learning for all students
 - ❑ be responsible for supporting the well-being and effectiveness of teachers
 - ❑ manage the schedule of instructional delivery
 - ❑ provide resources to support teachers and students
 - ❑ manage communication with teachers, students, and family members, and reach out to parents who are unresponsive
 - ❑ gather and review data on student performance

TEACHER EXPECTATIONS

- ❑ Teachers continue to
 - ❑ support students' [SEL needs](#)
 - ❑ be responsible for instructional delivery and accountable for student learning (unless ill, in which case a substitute teacher would cover).
 - ❑ be responsible for checking in with students and/or parents
- ❑ Support staff/social workers, counselors, and nurses
 - ❑ can mentor a group of students and be a point person
 - ❑ provide individual or small group support

IT/TECHNOLOGY STAFF EXPECTATIONS

- ❑ IT/technology staff support
 - ❑ staff with their tech and training needs
 - ❑ homeroom teachers who are assisting students in their tech needs
 - ❑ school admin in keeping tech device inventory and coordinating repairs

PARENT/GUARDIAN/CAREGIVER EXPECTATIONS

- ❑ School and caregiver provide regular access to a tech device and a reliable Internet connection
- ❑ Check in with teachers on a regular basis
- ❑ Support the work of teachers - this could involve explaining concepts, helping with assignments, [play/games/at home activities](#), and monitoring study habits by following set schedules
- ❑ Monitor student's behaviors on Internet safety and school's policies
- ❑ As a role model, caregivers need to model the expected behavior and a positive attitude towards learning

STUDENT EXPECTATIONS

- ❑ Communicate with instructors on a daily basis
- ❑ Be [open to try new things](#)
- ❑ Improve your technology skills in order to work independently, without the presence of a teacher
- ❑ Work on building strong time management and organization skills to complete assignments within due dates, manage course materials and content effectively

DAILY LIVE SESSIONS

- ❑ All live sessions should be conducted daily in the morning by classroom or homeroom teacher(s)
- ❑ Daily 15-30 minute live sessions
- ❑ Live sessions will be scheduled in advance and dates/times will be given in weekly plans
- ❑ Students who do not attend live sessions will receive an unexcused absence

LIVE SESSION OBJECTIVES/AGENDA

- Check-ins (advisory style)
- Overview of weekly/daily plans
- Provide tech support and training
- Q/A

EXPECTATIONS

- Teachers should record sessions
- Teachers should stay live until all students have exited
- Supervisors may join sessions at anytime

ASSIGNMENTS

We don't want to overload students since they may have little support at home

- ❑ Expected daily workload for students
 - ❑ K-3rd Grade - 100 min
 - ❑ 4-8th Grade - 200 min
 - ❑ 9-12th Grade - 300 min
- ❑ Daily core course assignments and weekly elective course assignments with clear expectations and due dates. Teachers should grade and provide feedback.
 - ❑ Video recording of lesson plan overview/expectations
 - ❑ One learning assignment (mini video lesson or demonstration)
 - ❑ One activity (self-directive)
 - ❑ One assessment (non-Googleable)

RECOMMENDED TOOLS/RESOURCES

- ❑ We recommend G Suite for the following functions
 - ❑ Communication, Logs, Grading - School email, Hangouts, ConceptSIS
 - ❑ Scheduling - Google Calendar
 - ❑ Live Sessions - Gmeet/Google Hangouts
 - ❑ Planning, Assignments, Assessments - Google Classroom, ConceptSIS
 - ❑ Online Storage, Documents and Forms - Google Drive, Google Docs, Google Sheets, Google Slides, Google Keep, Google Forms
 - ❑ Teacher Websites (optional) - Google Sites
- ❑ We recommend Seesaw instead of Google Classroom in K-3 grades
- ❑ Subject specific resources have been shared with teachers by CSAD via shared [Google Folder](#). CSAD will share sample lesson plans for each content/grade level

PD and SUPPORT

- ❑ School admin support the well-being and effectiveness of teachers
- ❑ School technology coach/IT staff provide logistical support and training to small group or individual teachers on an as needed basis
- ❑ Classroom/homeroom teacher(s) provide logistical support and training to students/parents
- ❑ CSAD provides support in instructional planning and delivery
- ❑ All staff get trained on [G Suite](#), individually
- ❑ K-3 staff who will be using [Seesaw](#) get training, individually

Q & A

Please do not hesitate to reach us @

- ❑ CAO - auslu@conceptschoools.org
- ❑ CSAD - csad@conceptschoools.org
- ❑ Superintendents - supers@conceptschoools.org
- ❑ For individual questions to any of these members, please click [here](#)