

CCSD PHASE III

What is Phase III?

Every time the Governor has closed us, we have evolved and moved toward where we are today. "Phase I" was re-teaching previous material and giving PD to support teaching remotely. During "Phase II" we began teaching new material, changed our grading policy, gave out over 260 chromebooks to students (and some staff) and tweaked our curriculum maps. When the Governor closed us for the remainder of the year, we moved to "Phase III" to support the mixed feedback from students and parents. The majority appreciate the flexibility while others want their kids online period by period from 8am-2pm. That is not part of our plan for many reasons and we need to remember that we are not a 1:1 District, and we have to think of the bigger picture of what is going on in the world, while planning.

However, some students are genuinely having a hard time with the material and without teacher contact to explain, it's becoming more and more difficult. And, even though all of our teachers are offering office hours, many students are not going on and skills are becoming more and more splintered. Which, we know is going to happen, but our thought with what you will see below is to help with that as much as we can, while honoring the process we have set in place. There is also a social emotional gain for both the student and the teacher to see one another as these weeks carry on and on. This Phase allows us the flexibility and philosophy of our current plan, but adding an element to support more face to face time while teaching lessons.

Live teaching or live meeting?

The minimum expectation would be 1 ELA and 1 Math lesson, per week on the elementary level, including 5th grade (ELA/SS or Math/Science). On the secondary level, 1 lesson per prep.

On all levels, this could be live or pre-recorded. If live, then it should be recorded at the time the lesson is taking place and then uploaded to Google Classroom. If pre-recorded, it should then be uploaded to Google Classroom. Grade levels/teams/departments may collaborate and share lessons for their Google Classroom upload. Although screencastify allows for teachers to record with just voice, we strongly encourage face time, for the reasons noted above. These lessons

should take place during one of the already scheduled Office Hour times that students have for each class. The thought behind that is let's say for example a new time is set, it could then impact another teacher's already scheduled Office Hour. Also, we don't want to confuse the kids as to when they should be on with each teacher. If teachers already have live sessions set up, that is fine to continue with that planning for this time.

Additionally on all levels, one of the scheduled SEL (Social Emotional Learning Student - Pulse Check) Office Hour sessions per week should be live, on Google Meet. This is different from the lesson time. This time is set up for questions, but really with the mindset of connecting with students in a lighter manner. This will help support the SEL component for our students (and teachers). Many teachers are already doing this and creating something fun, enjoying conversations on various topics not related to their class and many teachers are also using this time to read to their students. All are great examples of what this live Office Hour should look like. Be creative! ***If you have a SEL Office Hour time set and no students log on, you may wait 15 minutes for students to attend and then close the session at that time if no one shows up.*

When does this begin?

Many teachers are already involved in either live or pre-recorded teaching and office hours, and can continue to do so. We also understand that for teachers who have several preps on the secondary level and/or teachers who need time to acclimate and gain PD for this to be successful, a little time is needed. If technology is a concern, please reach out to Tina Kakascik. The timeline for this Phase to begin is as follows:

Week of May 11th:

Minimum - Hold one Live Google Meet SEL Office Hour with students

Week of May 18th - end of the school year:

Minimum -Live or pre-recorded lessons as noted above and one Live Google Meet SEL Office Hour weekly.

Is there a guideline on the length of video recordings?

No. Depending on what you are teaching and the age of the students, this will look very different. Just as when you are teaching in a traditional setting, use your professional judgement to instruct. Maybe it's a mini lesson because of the skill you are teaching, maybe it's longer because the content is complicated and having a strong foundation for that specific lesson may be more involved. We have revised our maps with Essential Standards and Skills and that is what should be guiding the lessons at this time. We trust that the duration during the live or pre-recorded lessons will be appropriate to move the students forward.

Will PD be given to support a successful Phase III?

Yes. Tina and the Technology Integration Teachers are working on pushing PD out all next week. Please refer to this helpful Google Slide presentation they have created, to get you started. Please touch base with Erin Correa (elementary), Melanie Schweizer (MS) or Donna Luetjen (HS) for more information.

https://docs.google.com/presentation/d/15EzFwfqGL1QSsCVp3tsPG0mmFtfhmB_bXZCij9RP9rg/edit?usp=sharing

What about Special Ed/AIS/ Small group reading instruction?

The purpose of Phase III is for whole group instruction to benefit the majority. Groups that are individualized and/or confidential would not be appropriate to record and post. Students in these learning situations will be able to gain access to their classroom Google Classroom platforms to access content specific lessons and do not need to have this particular instruction recorded and posted. *For Special Class learning environments, lessons that are whole group would be appropriate to record and post, just not individualized instruction.

How do we structure an equitable lesson if students don't have all the same technological tools at home?

This is why the lessons will be posted to the Google Classroom. Even if a teacher chooses to teach the lesson live, we know that not every student will attend the session, for a variety of reasons. In having the live recorded or pre-recorded lessons uploaded, it will allow for all of the students in the class the opportunity to access it when it works for their particular situation. At this time we have loaned out over 260 Chromebooks, so we should be in a good situation regarding technology access. That doesn't mean that there are not families still in need and/or families sharing devices. Those in need, we will continue to help when they

are identified. Families sharing devices will be able to benefit from the posted lessons at any time.

What about students with no media release signed?

The set up would be "in house" so to speak and not on an outside platform. Meaning that teaching in Google Classroom in the new classroom and so we are not putting up images of students in social media. For example, I will include that if the teacher chooses to do a live lesson that is recorded, it should only be uploaded to their Google Classroom and not to YouTube or any other outside agency.

Privacy Concerns? Recording students live? Liability?

When we began this, a statement was crafted and approved by legal, that was sent out (3/31 email) in regard to this. We asked at that time for teachers to include the message in their Google Classrooms and it was also communicated to parents. At the end of the day, we cannot monitor parents who go against this, but in putting the statement out we have given them the guideline. This message along with following the Code of Conduct will be sent out again to families by Megan, prior to May 18th.

"To protect the privacy of our students and teachers, we ask that you refrain from recording, photographing and/or posting this lesson on social media."

Will recording carry over into our classroom once we are back and will it now be an option as a program modification on an IEP?

Not sure just yet on either. We are unsure about what school will look like come this Fall. The state is putting together a task force on re-opening and then we will need to submit a plan to the state, based on the guidance from the task force, to be approved prior to opening. There are a million theories out there regarding what it might look like, but that is why we need to take all of this day by day and plan accordingly once we have the facts. As this evolves, you will certainly be kept in the loop.

What is the weekly outline submission at CCMS in regard to Phase III?

The MS is broken into Teams and they plan accordingly. In submitting their Weekly Outline it will allow for each member of the team to see it and be on the same page

with their colleagues. It also allows the MS Admin to view, so when a parent calls with discrepancies, the Admin can easily refer to the outline and share out the facts.