

HIGH SCHOOL FOR LAW, ADVOCACY & COMMUNITY JUSTICE (03M492)

REMOTE LEARNING IMPLEMENTATION GUIDE

March 23, 2020 – April 20, 2020
122 Amsterdam Avenue, NY, NY 10023

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Visit us at: www.lacjhs.org

LACJHS REMOTE LEARNING EXPECTATIONS

Teacher Expectations:

- Adapt Course Syllabus to align expectations of the Remote Learning Model;
- Utilize **Google Classroom** as the uniform **LACJHS Hub** for all students' completion and submission of course assignments;
- Modify and implement a modified pacing calendar that will align to the expectations of the Remote Learning Model;
- Adhere to the modified online grading policy for Term 3 MP1 (03/23/20 – 04/24/20)
- Observe and follow Official work Hours as scheduled;
- Provide instruction, dictate assignments, receive student submissions, and communicate with their classes through **Google Classroom, Google Meet** and **Skedula**;
- Create opportunities for discussion forums that enable students to engage in conversations about class content with their teachers and with their peers using **Google Meet**;
- Provide students with assessment tools so students can submit their assignments, or take a quiz and/or exam;
- Provide links to Web pages or sites that allow students to present text, videos, or links to other sources;
- Update Gradebooks at least once a week in **SKEDULA/PUPILPATH**;
- Keep ATTENDANCE LOGS in **SKEDULA**;
- Hold Parent-Teachers Conferences as needed for Student support;

- Participate in Department, IEP, Faculty, & other school-based Video Conferences/Forums with Supervisors via **Microsoft Teams**.

Student Expectations:

- Dedicate appropriate time to learning, as guided by their teachers;
- Check **Google Classrooms**, **PUPILPATH** and **emails** on a daily basis;
- Identify a comfortable and quiet space to study/learn;
- Review submission dates/times and complete assignments in a timely manner.
- Reach out to **Teachers, Guidance Counselors, Case Managers, Related Service providers & Administrators** when support is needed (give 24 hours to respond).

Parent/Guardian Expectations:

- Support your child in establishing a routine; set aside designated time daily and ensure that sufficient time is reserved daily for remote learning and study time;
- Check in with your child daily regarding tasks, activities, and assessments they are working on;
- Designate a quiet place where your child can log-on daily and work independently on the assigned tasks;
- Ask your child to provide you with a brief summary of the learning they are engaging in for each class to ensure their understanding of the content, and of the process they are being asked to engage in to demonstrate their learning;
- Follow up with your child about submission dates/times and support them, as needed, in completing their assignments in a timely manner;
- Remind your children to communicate with their teachers if they have any questions.

TEACHER REMOTE WORK SCHEDULE

8:00 – 9:00	Class 1 Prep / Discussion Forum/ Posting of Daily Lessons & Activities in Google Classroom (at least a day in advance)/ Assessing student work and providing feedback
9:00 – 10:00	Class 2 Prep / Discussion Forum/ Posting of Daily Lessons & Activities in Google Classroom (at least a day in advance)/ Assessing student work and roviding feedback
10:00 – 11:00	Class 3 Prep / Discussion Forum/ Posting of Daily Lessons & Activities in Google Classroom (at least a day in advance)/ Assessing student work and Providing feedback
11:00 – 11:45	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher Team Meetings via Microsoft Teams <input type="checkbox"/> CSE IEP Meetings via Google Meet/Microsoft Teams <input type="checkbox"/> Faculty/Department Meetings via Microsoft Teams
11:45 – 12:30	LUNCH
12:30 – 1:30	Class 4 Prep / Discussion Forum/ Posting of Daily Lessons & Activities in Google Classroom (at least a day in advance)/ Assessing student work and Providing feedback
1:30 – 2:50	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers available to speak with students & families <input type="checkbox"/> Updating SKEDULA <input type="checkbox"/> Writing Up & Finalizing IEPs in SEGIS <input type="checkbox"/> Entering Log of Support into SKEDULA

STUDENT REMOTE LEARNING SCHEDULE

8:00 – 9:00	P. E. / HEALTH
9:00 – 10:00	ELA
10:00 – 11:00	MATH
11:00 – 12:00	LUNCH
12:00 – 1:00	SCIENCE
1:00 – 2:00	SOCIAL STUDIES
2:00 – 3:00	ELECTIVE /SPANISH/ART

HOW SHOULD REMOTE LEARNING IMPACT GRADING POLICY

- Teachers grade students' work as usual and keep their gradebooks/SKEDULA up to date.
- Teachers may consider adjusting the items included in their grade calculations by department or course level to align to adjustments in instruction. For example, assignments that cannot be reasonably completed remotely should be replaced by other, comparable assignments.
- Teachers may also choose to drop certain assignments or assessments from students' grades provided that they do so in a consistent manner for all students.
- Given the impact of COVID-19 on student attendance, courses that include student attendance as part of their grading policies must not include any days missed due to COVID-19 in calculations of student grades.
- Teachers must not fail students for absence alone.
- Teachers will adjust their grading policies for the remainder of the school year so that attendance is not a factor in students' grades.
- Teachers must communicate any changes to grading policies to families in writing and in their preferred language as soon as possible.
- Teachers must ensure that students have marking period and final grades in STARS for all their courses.

- Teachers should continue to use the grade entry functions in SKEDULA/STARS Classroom, which is accessible on any web-connected device, to enter grades into STARS throughout remote learning.
- Teachers must retain all gradebooks, documented grading policies, and grading policy adjustments for future reference.
- Every department may decide if and how they incorporate make-up assignments and late work into final grades.
- If a student fails to participate in a remote learning session, or fails to submit an assignment in a timely manner the teacher should give the student a reasonable chance to make up missed work before final grades are determined.
- If a student has missed enough instruction due to COVID-19 that it is not possible to calculate a valid final grade at the end of the term, the school must use the NYCDOE’s grade of incomplete (“NX”) and support the student to complete outstanding work in the following term, per the guidance in the Grading Policy Toolkit.
- For any student who is not engaging in remote learning, teachers must escalate the issue to the **Attendance teacher, Guidance Counselors, Case Managers, Parent Coordinator and Supervisors** for outreach as they would for any absence in a timely manner.

REMOTE LEARNING SUPPORT FOR SWD

- **ICT teachers** in all core subject areas will transition to working together in instructional planning and implementation of modified instruction for all the classes they co-teach with through **Remote Learning Model** utilizing **Google Classroom, Google Meet, & SKEDULA**.
- **SPED teachers** will transition to modifying learning experiences, learning activities and assessments through **Remote Learning Model** utilizing **Google Classroom, Google Meet, & SKEDULA**.
- **All Related Service Providers** will transition to providing individual/group counseling, speech therapy remotely through **Google Classroom** and **Google Meet**.
- Related Service Providers such as Speech Therapists
- **Case Managers & SPED teachers** will transition to provide direct support to all students under their caseloads and in their ICT classes through **Remote Learning Support Model** utilizing **Google Classroom, Google Meet, & SKEDULA** and maintaining a **LOG of Support** in **SKEDULA**.
- Committee for Special Education (CSE) will transition to conducting IEP meetings using **Google Meet/Microsoft Teams** and finalizing IEP in SESIS remotely.
- **Paraprofessionals** are attached to their student's Google Classroom Assignments and are transitioning their one-to-one support remotely utilizing **Google Classroom, Google Meet, & SKEDULA** in connecting to both their students and parents.

REMOTE LEARNING SUPPORT FOR ELLs & FORMER ELLs

- **ENL ICT teachers** will transition to working together in instructional planning and implementation of modified instruction for all the classes they co-teach with through **Remote Learning Model** utilizing **Google Classroom, Google Meet, & SKEDULA**.
- The **ENL teacher** will transition language and academic support (*by proficiency level*) such as pre-teaching critical vocabulary; language modelling & practice; use of visual & graphic organizers, systematic and explicit instruction & strategic use of native language & teaching for transfer through **Remote Learning Model** utilizing **Google Classroom, Google Meet, & SKEDULA**.
- The **ENL teacher** will maintain a **LOG of Support** provided to all ELLs in **SKEDULA**.
- The **ENL teacher** will transition support and intervention and **timely feedback** by creating opportunities for regular discussion/forums with all ELLs accordingly based on the student's language proficiency level, by utilizing **Google Classroom, Google Meet, & SKEDULA**.
- **ELL's** are encouraged to be in constant communication with their **ENL teacher** whenever they find themselves in need for help and support in any of their **Core Subject area** assignments.

REMOTE LEARNING PACING GUIDE BY COURSE

ELA	CINQUE, DINDIAL, GIONTI, SCHUR, RENNER, HYAMS, HO
	<input type="checkbox"/> ENGLISH 3 <input type="checkbox"/> ENGLISH 6 <input type="checkbox"/> WRITING & RESEARCH
SOCIAL STUDIES	FRYER, JACKSON, LEE, GOLDSMITH, BAIRD, HYAMS
	<input type="checkbox"/> WORLD ISSUES <input type="checkbox"/> LAW 3 <input type="checkbox"/> CONS. LAW <input type="checkbox"/> AP US HIST
MATH	CAULFIELD, JAMAN, REBONG, SUNDARRAJ, DINOVTSER, DURANO
	<input type="checkbox"/> ALGEBRA 1 <input type="checkbox"/> ALGEBRA 2 <input type="checkbox"/> GEOMETRY <input type="checkbox"/> PRE-CALC <input type="checkbox"/> AP COMP. SCI. PRIN.
SCIENCE	LOZZI, MILES, SARMIENTO, REDWAY
	<input type="checkbox"/> LIV. ENV. <input type="checkbox"/> EARTH SCI. <input type="checkbox"/> PHYSICS <input type="checkbox"/> CRIMINALISTICS <input type="checkbox"/> PSYCHOLOGY <input type="checkbox"/> AP ENV SCI.
P.E./HEALTH	DIAZ, HERRING, WITHERS, YONKS
	<input type="checkbox"/> P.E. 3/3 <input type="checkbox"/> HEALTH 1/1
LOTE	DAVILA
	<input type="checkbox"/> SPANISH 3 <input type="checkbox"/> SPANISH 6
ART	YONKS
	<input type="checkbox"/> PAINTING 3

NOTE: Subject Area Pacing Calendars should be attached.