

Carnegie School “Remote Learning Parent/Student Orientation”

Thursday, September 3, 2020

12:00-1:00 p.m.

3rd Grade

D. Anderson (101) Reading, K. Simental (102) Math,

G. Brown (225)

Meet Link:

meet.google.com/ygs-qgia-fev?authuser=0&hs=

[122](#)

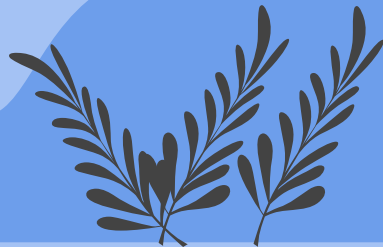


A Candid Discussion with D. Anderson, K. Simental, G. Brown

Mrs. Anderson is teaching Room 101

Mrs. Simental is teaching Room 102

Ms. G. Brown is teaching diverse learners Room 225



Agenda

- Welcome
- School Mission & Vision
- Remote Learning Structures
- Parent/Student/Teacher Communication
- Web-based Curriculum
- What will Learning at Home Look Like?
- Remote Learning Expectations
- Instructional Minutes
- Sample Remote Learning Schedules
- Social Emotional Learning (SEL) Support
- Grading Expectations
- ASPEN Parent Portal
- Attendance
- Technology Distribution & Internet Accessibility
- Q & A



Administrative Team



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Andrew Carnegie School

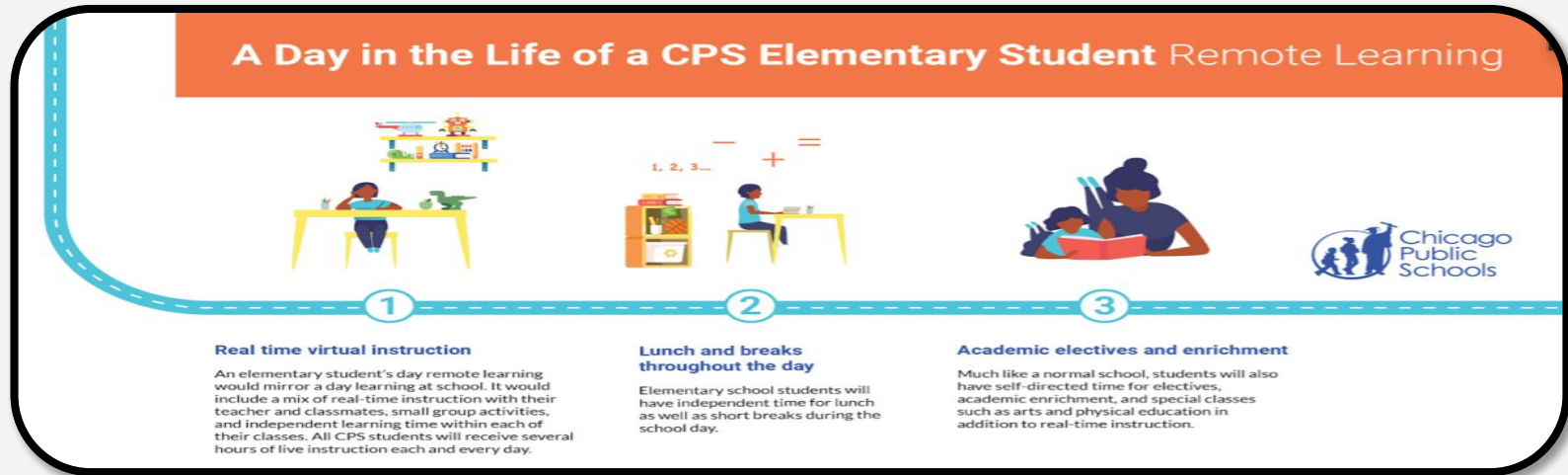
Mission & Vision Statement

Our **mission** is to provide our student body with high quality student-centered teaching and learning through challenging curriculum and rigorous assessments. We, the staff and parents, are also committed to encouraging children to take educational risks without fear of failure and become creative producers and critical thinkers.

Our **vision** for Andrew Carnegie Elementary School is to embody a safe, caring, compassionate learning environment. We are committed to developing knowledgeable, community-minded, globally successful life-learners who will gain respect and understanding for all cultures, through a collaborative effort among parents, staff, students and the community.

Remote Learning (Learn at Home) Model

The entire district has suspended in-person instruction for the first quarter (September 8th through November 5th). During remote learning, students will participate in five hours of learning that consists mostly of live (synchronous) instruction with their teachers and classmates supplemented by digital curriculum resources, and independent (asynchronous) work.



Remote Learning Structure

DEFINITIONS OF LEARNING STRUCTURE

Full Time Remote Model

- A model where students and staff participate in remote learning instruction daily.
- Grade levels have different asynchronous and synchronous instructional minutes distributions, but students will be in synchronous and asynchronous learning each day of the week.
- **ES:** Students will have attendance taken by their homeroom teacher.
- **HS:** Students will have synchronous time each period with their teacher, and that is when attendance should be taken.

DEFINITIONS OF LEARNING ENGAGEMENT STRUCTURES

Synchronous Learning

Teachers and students are engaging in instruction and learning LIVE with one another.

Asynchronous Learning

Students are engaging in instruction and learning that the teacher has planned for them, but the teacher is not interacting live with the student.

Use of Google Education Suite to facilitate Remote Learning



The following Google Suite tools should be leveraged in the ways described below:

Google Classroom should be leveraged as one platform to house all essential information for your class. Utilizing Google Classroom will minimize stress and confusion for parents and students while providing teachers with a centralized communication hub. While not all learning takes place within the “walls” of the Google Classroom, all learning should flow from it.

Classroom Stream is the social hub of Google Classroom and the first thing you see when opening a Google Classroom. Teachers can use the Stream to make announcements and post updates to students. Students, if enabled, are able to share resources or ask questions.

Classwork in Google Classroom is where you assign and organize assignments, quizzes and materials. Topics should be used to organize what can easily become a chaotic list of random tasks. When topics are designed thoughtfully, students should always know exactly where to look for information.

Classroom People is where you’ll find all students who have been added to your Classroom. Note that Google Classrooms will be created automatically for each course in Aspen on September 1. Students will be added based on registration information in Aspen by the first day of school. You also have the option to invite parents or guardians to receive daily or weekly summaries.



Use of Google Education Suite to facilitate Remote Learning

[Google Meet](#) should be used in conjunction with Google Classroom to facilitate all synchronous learning opportunities. Throughout the day, Google Meet is the tool that students and teachers will use for all synchronous engagement, including whole group lessons, small group instruction and questions. [Google Meet for Teachers](#) provides step-by-step instructions on how to set up a video conference with students using Google Meet. [Google Meet for Students](#) is a quick guide teachers can share with their students on how to use Google Meet.

[Google Chat](#) can be used for two-way text communication in situations where Classroom discussions are not practical. Chat can be used for either direct messaging to communicate with a colleague or student, or by using a room to have an ongoing conversation with your team or a group of people that can change over time. [Google Chat for Students](#) is a quick guide teachers can share with their students.

[Google Calendar](#) can be used in conjunction with Google Classroom to provide students with an overview of their assignments and due dates.

[GMail](#) is the only approved email platform in CPS. It can be used to communicate with students and their guardians to provide additional support.

[Google Drive](#) can be used to store, share and collaborate on documents (e.g., Docs, Slides, Sheets, Forms, Keep) in one secure place without space limitations. Teachers and students can keep files organized and work collaboratively on documents in real time. You can easily share documents with students via Classroom, email, link or publish them to the web. Documents in Drive can be quickly accessed on a laptop, desktop or tablet/mobile device.

[Google Docs](#) can be used to create, edit, share, and print documents while bringing your documents to life with smart editing and styling tools to help you easily format text and paragraphs. Collaborators can edit the same document at the same time, ensuring you'll always have the most up-to-date version. Using Google Docs, teachers can provide real-time feedback to individual students, groups or whole classes working independently or collaboratively on documents. Through the commenting function, students and teachers can engage in feedback loops around the content teachers and students provided in the document.



Google Classroom Assignments

- Teachers will invite students to join the classroom via Google Meet link or a Classroom Code.
- Teachers will invite parents to track and monitor their child's progress in Google Classroom. Parents will need to provide their child's teacher with their current email address.
- Classroom assignments/quiz/assessments will be post on Google Classroom with appropriate due dates. Assignments will be posted on Google Classroom:
 - Daily by 8:45 a.m.
- My Virtual Office Hours are _Simental (10:40-11:00) Anderson (2:15-2:45)_.
 - During this time:
 - Students can “pop” online, ask a quick question and go back to their assignment.
 - Conduct one-on-one student conference.
 - Small group of students can participate in the same office hour conversation.
 - Parents can schedule to meet privately with the teacher.

Parent/School Communication



Sign up for important updates from D. Pollard.

Get information for Carnegie Elementary School right on your phone—not on handouts.

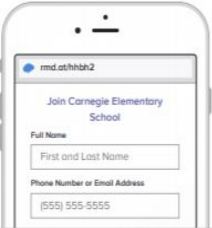
Pick a way to receive messages for Carnegie Elementary School:

A If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/hhbh2

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.




B If you don't have a smartphone, get text notifications.

Text the message @hhbh2 to the number 81010.

If you're having trouble with 81010, try texting @hhbh2 to (240) 949-7746.

* Standard text message rates apply.



Don't have a mobile phone? Go to rmd.at/hhbh2 on a desktop computer to sign up for email notifications.

Effective September 8th (the first day of school), Carnegie will no longer communicate with parents via Classdojo.

Parents will receive important school-wide communications and updates from the school via REMIND (i.e. monthly parent newsletter, district-wide information, etc...)

Parents are highly encouraged to sign-up for REMIND. Go to the school's website www.carnegie.cps.edu, go to the top of the page, click "Parents", click "REMIND" and then click the REMIND icon for instructions.

Blended Learning Curriculum

Reading:

Iready

Raz-Kids

Flocabulary

IXL

Literacy Pro/Core Clicks

Nearpod

Math:

IXL

Flocabulary

Xtramath

Khan Academy

Envision online



Sexual Health Education Curriculum

The Office of Student Health and Wellness supports comprehensive sexual health education in accordance with the CPS Sexual Health Education Policy. We provide resources to schools such as training for sexual health education instructors, a free and complete curriculum with lesson plans for grades K-12, linkage to approved community partners who provide sexual health education and technical support.

Sexual health education is a required component of Comprehensive and Coordinated Health Education (CCHE), which addresses the physical, mental, emotional, and social dimensions of health.

_____ students will receive a total of _____ minutes or 5 days of Sexual Health Education curriculum from the trained PE/homeroom teachers in March 22nd-26, 2021.

Parents/guardians must be provided with at least 3 notifications that sexual health education will occur in their child(ren)'s school prior to the start of instruction. Parents/guardians may opt their child(ren) out of sexual health education by providing a written objection. Without a written objection from parent or guardian, students will be required to participate in sexual health education.

The Sexual Health Education Curriculum is posted on our school website: www.carnegie.cps.edu.

Resource Classes

- Academic Lab – Ms. Coleman
- Music – Mr. Cramer
- PE/Health Education – Ms. Shea
- Spanish – Mrs. Healy
- Dance – Ms. Pleas



What will learning at home look like?

All K-12 students should expect to be learning for the full school day and will receive live real-time instruction for a minimum of three hours per day. In addition to live instruction, students will also have access to small group instruction, activities with their classmates, and meaningful individual support from their teacher for the remainder of the school day. See the table on page 12 to learn more about how we have improved the at-home learning experience for the new year.

Preparing to learn at home

To improve at-home learning for students, educators will:

- Provide consistent live instruction to students.
- Attend to students' needs and seek to engage them.
- Provide one platform to facilitate student and parent engagement.
- Set clear expectations for student attendance.
- Support teachers to implement best practices that are responsive to student needs.

These lessons learned reflect our belief that students must engage in rigorous tasks and have engaging academic experiences at home that include a combination of live instruction, small group activities, and independent learning.

Remote Learning Expectations

Remote learning expectations

The following expectations of schools are informed by lessons learned, stakeholder feedback, Illinois State Board of Education guidance, and emerging best practices. Our goal is to ensure that students experience rigorous, quality learning on a daily basis; engage in experiences that prioritize their social-emotional well-being; and have a clear understanding of what is expected and how to successfully engage in learning.

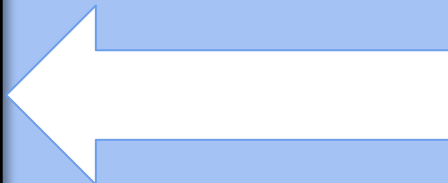
Each school will:

1. Use the Google Education Suite to facilitate remote learning.
2. Provide daily remote learning that meets instructional minutes requirements for all content areas or courses for all students. Ensure all educators are available to provide live video instruction and are synchronously available to students during the entirety of the instructional day.
3. Focus on grade-level, standards-aligned instruction and students' social-emotional needs.
4. Submit and monitor student attendance daily.
5. Ensure every student has digital access.
6. Ensure clear communication with families and students.
7. Establish effective structures to facilitate professional development, staff collaboration, planning, feedback, and continuous improvement in the remote environment.

How do these new expectations compare to remote learning in Spring 2020

	Spring 2020	Fall 2020
Mode of Learning	Digital and non-digital	Digital: All learning will take place through the Google Education Suite
Student Engagement/ Attendance	Did not require daily attendance monitoring	Student attendance will be taken daily. <i>(Elementary: 1x per day, High School: 1x per course)</i>
Educator Engagement	Educators were not required to be available for the entirety of the school day.	Teachers will be available for the entirety of the school day.
Real-time Instruction (Synchronous) and Learning Activities (Asynchronous)	Minimum thresholds for student activity provided; No logging of hours	Students will receive live, real-time instruction each day. The remainder of their school day will consist of learning activities including check-ins with teachers or small group instruction, independent learning activities including self-directed projects, assignments, and physical activity. <ul style="list-style-type: none"> • Pre-K: 60 minutes of real-time instruction and 90 minutes of learning activities • K-2: 180 minutes of real-time instruction and 180 minutes of learning activities • 3-5: 205 minutes minutes of real-time instruction and 155 minutes of learning activities • 6-8: 230 minutes minutes of real-time instruction and 130 minutes of learning activities • 9-12: Real-time instruction will make up 80 percent of the school day with the remaining 20 percent saved for learning activities
Grades	Grading protections in place to ensure students with limited access to technology and supports are not penalized	Return to regular grading practices, as the district will ensure all students have the tools they need to succeed

Instructional Minutes



Remote Learning Day

- Log-in to Google Classroom at 8:45 a.m.
- Morning Meeting/SEL 8:45 a.m. to 9:00 a.m.
- Tardy time 9:05 a.m.
- 3:45 p.m. is the official end of the school day

Regular attendance is essential for success!

Remote Learning Room 101

Daily Schedule

Time	Class/Subject	Teacher
8:45 a.m. to 9:00 a.m.	Morning Meeting Social Emotional Learning (SEL)	Mrs. Anderson
9:00 a.m. to 10:00 a.m.	Literacy	Mrs. Anderson
10:00 a.m. to 10:10 a.m.	Bathroom Break -GoNoodle	Mrs. Anderson
10:10 a.m. to 11:00 a.m.	Literacy	Mrs. Anderson
11:00 a.m. to 11:10 a.m.	Bathroom Break -GoNoodle SEL Check-In (Fridays)	Mrs. Anderson Ms. Adams

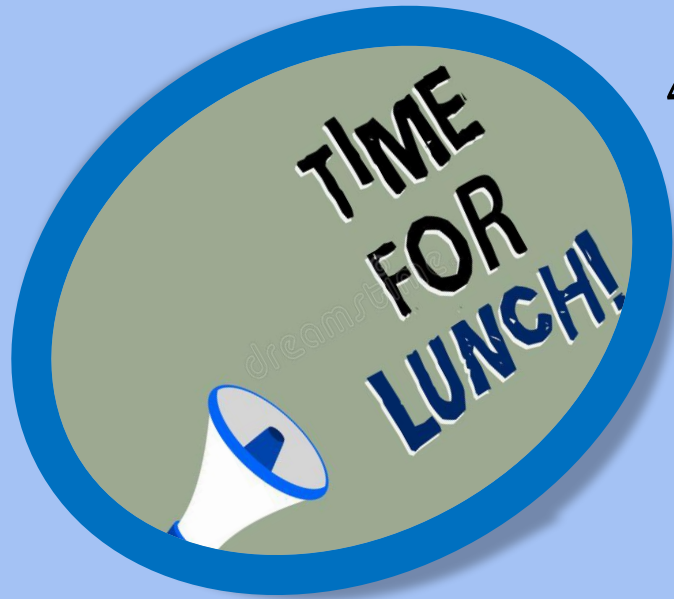
11:10 a.m. to 12:00 p.m.	Science-Mondays-Wednesdays Social Studies-Thursdays & Fridays	Mrs. Anderson
12:00 p.m. to 12:45 p.m.	Lunch Break	
12:45 p.m. to 2:15 p.m.	Mathematics	Mrs. Anderson
2:15 p.m. to 2:45 p.m.	Virtual Office Hours	Mrs. Anderson
2:45 p.m. to 3:45 p.m.	PE/Health-Mondays Music-Tuesdays Spanish-Wednesdays Academic Lab-Thursdays Dance-Fridays	Ms. Shea Mr. Cramer Mrs. Healy Ms. Coleman Ms. Pleas

Remote Learning 102

Daily Schedule

			11:10a.m. to 12:00 p.m.	Science-Mondays-Wednesdays Social Studies-Thursdays & Fridays SEL Check-In (Thursdays)	Mrs. Simental Ms. Adams
Time	Class/Subject	Teacher			
8:45 a.m. to 9:00 a.m.	Morning Meeting Social Emotional Learning (SEL)	Mrs. Simental	12:00 p.m. to 12:45 p.m.	Lunch Break	
9:00 a.m. to 10:00 a.m.	Literacy	Mrs. Simental	12:45 p.m. to 2:15 p.m.	Mathematics	Mrs. Simental
10:00 a.m. to 10:10 a.m.	Bathroom Break -GoNoodle	Mrs. Simental	2:15 p.m. to 2:45 p.m.	Virtual Office Hours	Mrs. Simental
10:10 a.m. to 10:30 a.m.	Literacy	Mrs. Simental	2:45 p.m. to 3:45 p.m.	Spanish-Mondays	Mrs. Healy
11:00-11:10am	Bathroom Break -GoNoodle	Mrs. Simental		Dance-Tuesdays	Ms. Pleas
				Academic Lab-Wednesdays	Ms. Coleman
				Music-Thursdays	Mr. Cramer
				PE/Health-Fridays	Ms. Shea

School-wide Lunch Break



Students/Teachers will have a
45 minute lunch break daily at
12:00 p.m. to 12:45 p.m.

Social Emotional Support (SEL)

Tier 1

Instruction:

Classroom lessons across the three domains of academic, social-emotional, and postsecondary should remain a primary, tier-one focus for school counselors during this school year. Efforts will need to be made to provide lessons in virtual sessions by coordinating with core teachers to allow for inclusion. Lessons may need to be broken down into smaller segments of time, pre-recorded, and modified to meet the needs of students (consider technological limitations, students' developmental stages, and diverse learner/EL needs).

Tier 2

Small groups:

Small groups will remain an important service provided by school counselors during SY21. Be considerate of the [Acceptable Use Policy](#) and abide by the content outlined in [Tier II Intervention Guidance for Remote Learning](#), when determining how to select students for small groups as well as how to implement them. Remember, small groups can be done for any domain, academic (such as a study skills group), postsecondary (such as an Undocumented and DACA status student group) and social-emotional (such as a group for students who've experienced COVID-19 in their household).

Social Emotional Support (SEL)

Tier 3

Counseling:

Given the trying times and the remote return to schools, students and families are experiencing additional stressors and the need for school counseling, referrals and resources to support at a Tier 3 level will be ever-present. For individual student sessions, please follow [Legal Guidance for CPS Mental Health Professionals](#). Regarding interventions requiring immediate or emergency intervention, please utilize the [Guidance for Responding to Mental Health Concerns during Remote Learning](#) content to ensure school counselors are able to respond to crises in an ethical way that is compliant with the district's policies.

Grading Expectations

In line with ISBE guidance, we will return to our regular grading system during remote learning this year, which means standard letter grades will be issued based on mastery of content. All grading expectations set forth in the [Professional Grading Standards and Grading Practice Guidelines for Chicago Public Schools Teachers](#) must be honored.

Providing Feedback to Students

Teachers should seek to provide feedback to students on the assigned learning activities at least once per week. Just as they would in the classroom, teachers can utilize rubrics and exemplars to clarify expectations on a specific task and identify areas of success and areas of growth within student work. When possible, students can provide feedback to their peers on their work and teachers can provide self-reflection prompts for students to think about their own progress.

Ensuring Student Access to Content

Remote learning is not optional, and students are expected to participate in remote learning on a daily basis. However, there may be individual hardships that students experience that challenge their ability to engage in the synchronous learning portions of a daily lesson. Students who do not participate in a synchronous learning portion of a lesson should be counted as absent. However, that student should be supported in accessing the missed learning. Teachers have the option to record the synchronous portion of daily instruction and make it available to [students via Google Classroom for up to two weeks](#), or students should have access to asynchronous content from that lesson.

If a student missed class, they should be allowed to submit assignments for normal grading at a later date. Students should be graded on mastery of content and should not be penalized on assignments for missing synchronous learning. Participation in synchronous instruction is expected, but if a student is experiencing chronic challenges accessing synchronous instruction, this should be viewed and treated similarly to a student who is struggling with chronic attendance issues. Schools should use a team-based approach to uncover and address root causes of the student's absence.

Grading Weight & Scale

Grade Calculations

Classwork = 40%

Test = 25%

Quiz = 20%

Homework = 15%

Grading Scale

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59 & Below = F

ASPEN Parent Portal

Parents are encouraged to check their child's grades via CPS Parent Portal. To access the ASPEN Parent Portal, all current portal users and parents who are interested in creating an account for the first time must set up a new account. If you provided the school with your email address. You should have received a signup email with a security code from ASPEN.

If you did not receive the signup email, we recommend checking your Spam folder. If you are unable to locate the email, please email Mrs. Roberson, Assistant Principal at segriffin@cps.edu.

For additional information and videos on how to access ASPEN Parent Portal, please click <https://cps.edu/Pages/parentresources.aspx>

Attendance During Remote Learning (ES)

Elementary School

- Students in elementary school have attendance taken by 10am every day.
- Full Remote Learning Days need entry monitoring by designated staff so there is certainty that attendance is being collected properly and in a timely fashion.
- **ATTENDANCE CLERK/COORDINATOR:** Attendance clerks/coordinators or the principal designee who manage attendance must ensure that teachers:
 - Mark students who are in attendance **PRESENT**
 - Mark students who are not in attendance **ABSENT**
 - Mark students if they arrive late **TARDY**
- **TEACHER:** The homeroom teacher enters attendance into Aspen, the official record of attendance.
- **TEACHER:** Homeroom teachers will mark students as **PRESENT** based on student log-in to Google Meet.
 - Student designation as **PRESENT** or **ABSENT** cannot be dependent on demonstrated proficiency on tasks submitted on Google Classroom or level of verbal participation during the Google Meet.
- **TEACHER:** The homeroom teacher is responsible for changing any **ABSENT** entries to **TARDY** entries if the child joins the course late.
- **TEACHER:** If the homeroom teacher has submitted the attendance for the day, it is the responsibility of the homeroom teacher to inform the principal designee over attendance that an edit from **ABSENT** to **TARDY** needs to be made the next day.
- **TEACHER:** If a student reports for a portion of the class, they should be marked accordingly (**TARDY**).
- **TEACHER AND ATTENDANCE CLERK/COORDINATOR:** If a student is in middle school and has subject matter teachers that they normally would see, it is the responsibility of the subject matter teacher who is not the homeroom teacher to inform the principal designee over attendance that the child did not attend or left early. The attendance designee will then manually adjust attendance accordingly.
- **TEACHER AND ATTENDANCE CLERK/COORDINATOR:** A student is marked **EARLY DISMISSAL (ED)** if they leave instruction before the regular dismissal time.
 - Schools should message that early dismissals are discouraged because it interrupts the child's instructional time.
 - When proper documentation is provided with a valid reason for absence, or the reason provided at time of departure is a valid reason, the absence may be excused.
 - In a remote setting, the early dismissal request may go to the teacher who will need to communicate with the attendance person at the school. The attendance designee will calculate instructional minutes as is the procedure, and determine if the dismissal results in a **HALF DAY OF ABSENCE**< **FULL DAY OF ABSENCE**, or **DOES NOT IMPACT THE 300 INSTRUCTIONAL MINUTE REQUIREMENT**.
 - Please use the Instructional Minutes Calculation linked [here](#); for guidance on entering an Early Dismissal, refer to the [Aspen ES Attendance Guide](#) on page 12.

Attendance entries represent the narrative of a student's day; the accuracy of this entry is critical for safety and legal purposes.

Attendance During Remote Learning

ASPEN ATTENDANCE CODES FOR REMOTE LEARNING

ASPEN ATTENDANCE CODE	ATTENDANCE CODE REPRESENTATION	ATTENDANCE CODE DESCRIPTION	ACCESS
P	REMOTE PRESENT	Student is PRESENT REMOTELY during instruction	Teachers, School Administrators, Designee With Attendance Coordinator Role
T	TARDY	Student is late/TARDY (T) to the start of school and/or class period	Teachers, School Administrators, Designee With Attendance Coordinator Role
A	ABSENT UNEXCUSED	<ul style="list-style-type: none"> Student is absent from Remote Learning A student is marked ABSENT UNEXCUSED (A) if they have NOT met the required criteria outlined by the District and State Valid Reasons for Absence; see page 7. 	Teachers, School Administrators, Designee With Attendance Coordinator Role
AE	ABSENT EXCUSED	A student is marked ABSENT EXCUSED (AE) if they have met the required criteria outlined by the District and State Valid Reasons for Absence; see page 7.	School Administrators, Designee With Attendance Coordinator Role
HH	HOME HOSPITAL	A student is marked HOME HOSPITAL (HH) if designated a part of the Home Hospital Program and approved, by ODLSS, to receive services.	School Administrators, Designee With Attendance Coordinator Role
SF	SCHOOL FUNCTION	<p>A student is marked with the School Function (SF) code when they are participating in an event managed by a certified CPS employee or with another CPS employee for education bearing purposes, and are not in their scheduled class/location.</p> <ul style="list-style-type: none"> CPS personnel who work with a student during scheduled class time are to provide proper documentation of the event, and submit it to the attendance designee to add to the student record. An entry in the MEMO box should ALWAYS be provided. <ul style="list-style-type: none"> In HS, this is by period. In ES, this may not create absence status, but the MEMO BOX should still be utilized. <p>Examples of when the School Function (SF) code should be applied:</p> <ul style="list-style-type: none"> Student and Parent/Guardian meeting with the Administration Student and family are participating in an IEP meeting 	School Administrators, Designee with Attendance Coordinator Role



Technology Distribution & Internet Accessibility



Devices were distributed to families during the week of August 24th-28. If your child is in need of device, you can email Mrs. Roberson, AP at segriffin@cps.edu to make arrangements.

Through [Chicago Connected](#), CPS partnered with Comcast and RCN to provide high-speed internet access at no cost to 100,000 CPS students. Eligible families received robocalls, text messages, and letters in the mail.

Families can also check their eligibility and access their activation code by simply entering their child's student ID number and birthdate into our eligibility tool. For eligibility information, please click

<https://www.cps.edu/strategic-initiatives/chicago-connected/eligibility/>





D. Anderson 101,
dmluckey-anderson@cps.edu
Grade 3

K. Simental 102
klanham@cps.edu
Grade 3

G. Brown 225
gebrown3@cps.edu
K-3 Diverse Learners