Remote Learning Plan

Fall 2020
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Dear Husky Family,

Welcome to the 2020-2021 school year. We are grateful for your patience as we work through the challenges involved in remote learning. Although we are not starting out with in-person learning in the building, our teachers and staff are excited to welcome your child and ensure he/she has a great first quarter. As always, our foremost priority is to continue educating your child while keeping them, and your family safe, during this pandemic.

Mayor Lightfoot explained the decision to start off the year with remote learning is based on scientific data demonstrating that Chicago “has seen an uptick in COVID-19 cases in recent weeks that has public health officials concerned about the implications for in-person learning. The district will implement remote learning through the first quarter and work with CDPH to determine if it is safe to open with a hybrid learning model in the second quarter, which begins on November 9."

As a result, Horizon Science Academy Southwest is introducing a plan to address learning remotely. This innovative approach to learning ensures that instruction does not stop during emergency closures. The goal of our remote learning plan is for students to continue learning and receiving feedback from their teachers. Remote learning days will apply to all students in Kindergarten through Grade 12.

Last year, we experienced unprecedented times that propelled us into a distance learning model. Now that we have grown more familiar with this process, we are prepared to increase our expectations while maintaining flexibility for our administrators, staff members, students, and families in terms of learning remotely. As such:

● New content will be introduced during our remote learning days.
● Students will be expected to participate in synchronous (live) sessions to check-in with their teacher and receive information pertaining to new content.
● Synchronous (live) and asynchronous (pre-recorded) video lessons will be utilized. Time will be dedicated each day to live check-ins as well as pre-recorded lessons during remote learning days.

● Communication and content will be posted within the online platforms of Seesaw (K-2) or Google Classroom (3-12).

● If a hybrid/blended model is available, every effort will be made to complete summative assessments in-person within the classroom.

Students with Individualized Education Plans (IEP), Section 504 Plans and English Learners will have appropriate accommodations and/or modifications applied to their remote learning experience.

The information in this booklet will answer many of the questions you may as it relates to how things will function. Please know that you are welcome to contact me, or my staff, with any pertinent questions you feel are not covered in this booklet.

Let’s continue to take good care of ourselves throughout the fall. Stay safe and healthy, breathe deep and be thankful. And, don’t forget to wash your hands often. We will continue getting through this, one day at a time.

HSA-Southwest Administration
Remote learning days are utilized to allow students and teachers to stay home due to a school cancellation. However, learning will continue moving forward as students remotely leverage digital tools and engage in teacher-prepared learning content. Teachers will be providing new content based upon the curriculum / power standards and will focus on formative feedback.

Teachers will prepare daily lessons on Google Classroom (3rd-12th) or Seesaw (K-2nd). All students will be issued a school-owned computing device and charger to be used at home. Parents can opt out and use their own devices at home. A limited number of internet hotspots will be made available to families without internet access at home.

Students will be expected to log into the learning platform and follow the lesson and instructions for the day. Teachers will guide students through live lessons or pre-recorded videos and 2-3 assignments will be assigned to students per class per week. Students will be expected to turn in their work electronically.
Remote Instruction - Five (5) Clock Hours - There will be at least five (5) clock hours of instruction or academic engagement each day; 2.5 hours are to be synchronous (real-time instruction with live interactions) and 2.5 are asynchronous (self-paced, academic engagement).

Remote instruction will be delivered through the following learning platforms: Seesaw (Grades K-2), Google Classroom (Grades 3-12) and Google Meets.
All K-5 students and staff members are on the same schedule/clock hours.

- Students will not be online continuously throughout the entire school day.
- Teacher Day: 8:00am - 4:00pm
- Student Day: 9:00am - 3:00pm

Synchronous/Asynchronous instruction to occur daily according to the weekly schedule.

- Each class period will be a combination of real-time instruction/interaction with teachers and students and independent work time.
  
  - Real-time instruction includes teacher-led whole-group instruction, differentiated instruction, small group work, formative assessments, and summative assessments.
  
  - In order to ensure the academic needs of all students are met, teachers may utilize pre-recorded instruction in certain cases.

- Independent work time includes assignment completion/submission, study/review/practice, and self-guided reading.

- Students will receive real-time feedback from teachers during each class period.
Schedule for Grades K-2

<table>
<thead>
<tr>
<th>Periods</th>
<th>Times</th>
<th>KA</th>
<th>KB</th>
<th>1A</th>
<th>1B</th>
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***Friday Schedule***

There will be no new instructional material presented on Fridays; therefore, students will not follow a period schedule. However, students are still expected to be fully engaged in learning for the day. Teachers will notify students and parents if/when a student has a scheduled appointment with a teacher. Friday schedules will be dynamic, meaning that they may change from week to week, based on student need and teacher discretion.

Friday instructional time will be comprised a combination of:

- Self-guided assignment completion
- Targeted small group or individual virtual sessions
  - reteach/review
  - remediation
  - enrichment
- Special education support virtual sessions

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Student Support 2:00-3:00 pm
● EL support services virtual sessions
● MTSS/RtI support services virtual sessions
● SEL support services virtual sessions

Schedule for Grades 3-5

***Friday Schedule

There will be no new instructional material presented on Fridays; therefore, students will not follow a period schedule. However, students are still expected to be fully engaged in learning for the day. Teachers will notify students and parents if/when a student has a scheduled appointment with a teacher. Friday schedules will be dynamic, meaning that they may change from week to week, based on student need and teacher discretion.

Friday instructional time will be comprised a combination of:

● Self-guided assignment completion

● Targeted small group or individual virtual sessions
  ○ reteach/review
  ○ remediation
  ○ enrichment
Special education support virtual sessions
EL support services virtual sessions
MTSS/RtI support services virtual sessions
SEL support services virtual sessions

Middle School (Grades 6-8) Remote Learning Schedule and Information

- All 6-8 students and staff members are on the same schedule/clock hours.
  - Students will not be online continuously throughout the entire school day.
  - Teacher Day: 8:00am - 4:00pm
  - Student Day: 9:00am - 3:00pm
- Synchronous/Asynchronous instruction to occur daily according to the weekly schedule.
  - Each class period will be a combination of real-time instruction/interaction with teachers and students and independent work time.
    - Real-time instruction includes teacher-led whole-group instruction, differentiated instruction, small group work, formative assessments, and summative assessments.
      - In order to ensure the academic needs of all students are met, teachers may utilize pre-recorded instruction in certain cases.
    - Independent work time includes assignment completion/submission, studyreview/practice, and self-guided reading.
    - Students will receive real-time feedback from teachers during each class period.
### Friday Schedule

There will be no new instructional material presented on Fridays; therefore, students will not follow a period schedule. However, students are still expected to be fully engaged in learning for the day. Teachers will notify students and parents if/when a student has a scheduled appointment with a teacher. Friday schedules will be dynamic, meaning that they may change from week to week, based on student need and teacher discretion.

Friday instructional time will be comprised a combination of:

- Self-guided assignment completion
- Targeted small group or individual virtual sessions
  - reteach/review
  - remediation
  - enrichment
- Special education support virtual sessions
- EL support services virtual sessions
- MTSS/RtI support services virtual sessions
- SEL support services virtual sessions

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### Schedule for Grades 6-8

#### Grade Levels: 6-8

<table>
<thead>
<tr>
<th>Periods</th>
<th>Times</th>
<th>6A</th>
<th>6B</th>
<th>6C</th>
<th>7A</th>
<th>7B</th>
<th>7C</th>
<th>8A</th>
<th>8B</th>
<th>8C</th>
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<tbody>
<tr>
<td><strong>Announcements</strong></td>
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<tr>
<td>Period 1</td>
<td>9:00-9:30am</td>
<td>Science</td>
<td>Social Studies</td>
<td>Math</td>
<td>ELA</td>
<td>Math</td>
<td>Special</td>
<td>Social Studies</td>
<td>Special</td>
<td>Math</td>
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<tr>
<td><strong>Break</strong></td>
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<tr>
<td>Period 2</td>
<td>9:35-10:05am</td>
<td>Special</td>
<td>Special</td>
<td>Math</td>
<td>ELA</td>
<td>Math</td>
<td>Social Studies</td>
<td>Special</td>
<td>Science</td>
<td>Math</td>
</tr>
<tr>
<td><strong>Break</strong></td>
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<tr>
<td>Period 3</td>
<td>10:10-10:40am</td>
<td>ELA</td>
<td>Math</td>
<td>Special</td>
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<td>Special</td>
<td>Math</td>
<td>Math</td>
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<tr>
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<td>Period 4</td>
<td>10:45-11:15am</td>
<td>ELA</td>
<td>Math</td>
<td>Special</td>
<td>Science</td>
<td>Social Studies</td>
<td>Math</td>
<td>Math</td>
<td>ELA</td>
<td>Social Studies</td>
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<td><strong>Period 5: Lunch (11:15am-11:45am)</strong></td>
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<tr>
<td>Period 6</td>
<td>11:45-12:15pm</td>
<td>Math</td>
<td>ELA</td>
<td>Science</td>
<td>Social Studies</td>
<td>Special</td>
<td>ELA</td>
<td>ELA</td>
<td>Math</td>
<td>Special</td>
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<tr>
<td><strong>Break</strong></td>
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<td>Period 7</td>
<td>12:20-12:50pm</td>
<td>Math</td>
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<td>Social Studies</td>
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<td>ELA</td>
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<tr>
<td>Period 8</td>
<td>12:55-1:25pm</td>
<td>Social Studies</td>
<td>Science</td>
<td>ELA</td>
<td>Math</td>
<td>ELA</td>
<td>Special</td>
<td>Special</td>
<td>Social Studies</td>
<td>ELA</td>
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<tr>
<td><strong>Break</strong></td>
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<tr>
<td>Period 9</td>
<td>1:30-2:00pm</td>
<td>Special</td>
<td>Special</td>
<td>ELA</td>
<td>Math</td>
<td>ELA</td>
<td>Science</td>
<td>Science</td>
<td>Special</td>
<td>ELA</td>
</tr>
</tbody>
</table>

**Student Support 2:00-3:00pm**
High School (Grades 9-12) Remote Learning Schedule and Information

- All 9-12 students and staff members are on the same schedule/clock hours.
  - Students will not be online continuously throughout the entire school day.
  - Teacher Day: 8:00am - 4:00pm
  - Student Day: 9:00am - 3:00pm
- Synchronous/Asynchronous instruction to occur daily according to the weekly schedule.
  - Each class period will be a combination of real-time instruction/interaction with teachers and students and independent work time.
    - Real-time instruction includes teacher-led whole-group instruction, differentiated instruction, small group work, formative assessments, and summative assessments.
      - In order to ensure the academic needs of all students are met, teachers may utilize pre-recorded instruction in certain cases.
    - Independent work time includes assignment completion/submission, study/review/practice, and self-guided reading.
    - Students will receive real-time feedback from teachers during each class period.
Schedule for Grades 9-12

<table>
<thead>
<tr>
<th>Grade Levels: 9-12</th>
<th>Monday-Friday***</th>
</tr>
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<tbody>
<tr>
<td><strong>Periods</strong></td>
<td><strong>Times</strong></td>
</tr>
<tr>
<td>1st</td>
<td>9:00-9:30</td>
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<tr>
<td>2nd</td>
<td>9:35-10:05</td>
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<tr>
<td>3rd</td>
<td>10:10-10:40</td>
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<tr>
<td>4th</td>
<td>10:45-11:15</td>
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<tr>
<td>5th</td>
<td>11:20-11:50</td>
</tr>
<tr>
<td><strong>LUNCH 11:50-12:20</strong></td>
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<tr>
<td>7th</td>
<td>12:20-12:50</td>
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<tr>
<td>8th</td>
<td>12:55-1:25</td>
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<tr>
<td>9th</td>
<td>1:30-2:00</td>
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<tr>
<td><strong>Student Support</strong></td>
<td><strong>2:00-3:00</strong></td>
</tr>
</tbody>
</table>

***Friday Schedule

There will be no new instructional material presented on Fridays; therefore, students will not follow a period schedule. However, students are still expected to be fully engaged in learning for the day. Teachers will notify students and parents if/when a student has a scheduled appointment with a teacher. Friday schedules will be dynamic, meaning that they may change from week to week, based on student need and teacher discretion.

Friday instructional time will be comprised a combination of:

- Self-guided assignment completion
- Targeted small group or individual virtual sessions
  - reteach/review
  - remediation
  - enrichment
- Special education support virtual sessions
- EL support services virtual sessions
MTSS/RtI support services virtual sessions

SEL support services virtual sessions

**Special Education and 504 Plans**

For students with IEPs, case managers and IEP teams will create an individual remote learning plan for each student on their caseload. It will be established to support continued work towards IEP goals in the event your child is unable to attend school due to a closure. These plans will document instructional services and related services (OT, PT, Speech, Social Work, etc.) the student will receive while participating remotely via alternate means. The plan will be created and discussed with the student’s parents. This will allow for a formal plan to guide remote learning without requiring an IEP meeting and formal amendment to the student’s IEP. The student’s IEP will resume upon return to school.

Delivery style of instruction for each student will be considered based upon the needs of the student while developing these individual plans. Special Education teachers and related service personnel will provide activities based upon individual student needs and IEP goals.

Data collection and progress monitoring will continue to take place based on the activities and services provided during remote learning to provide progress on individual goals. Goal Progress Updates will be provided at the end of trimesters in accordance with report card distribution.

All domain, eligibility, and IEP meetings will still be conducted remotely during e-learning days if all parties agree.
Detailed Special Education Department remote learning expectations will be sent to teachers by Special Education teachers as well as resource teachers, related service providers, and psychologists via a separate document.

For students with 504 Plans, the accommodations built into those plans will apply to remote learning assignments. Alternative assignments may be substituted for the assigned task. Students who have direct related services will engage in an activity provided by the related service personnel (OT, PT, Speech, etc.) on a remote learning day.

**English Learners**

For students that receive English Language (multilingual) services, the EL teacher will be available for ongoing support. There will be appropriate activities based on a student’s English Proficiency. Translation and interpreting services will be available for additional support.

Students may require a combination of check-in and collaboration with the EL teacher and classroom teacher to make linguistic modification and accommodation to assignments, activities, and assessments.

EL teachers may utilize the designated times (small group time, student support, or office hours) to provide instruction with consideration of the student’s linguistic levels. This may also be done in combination with the classroom teacher or by making the needed accommodations and modifications on assignments, activities, and assessments.
Some students receive tiered supports through our MTSS/RTI program (reading and/or math). To the extent possible, intervention support will continue during remote learning to help close gaps in learning. Reading specialists and math interventionists will maintain contact with their caseloads of students. Priority will be given to Tier 3 students receiving intensive interventions. Reading specialists and math interventionists will collaborate with classroom teachers to design instruction and work with students on their caseload.

**College Counseling Department**

Within this new environment, the HSA Southwest College Counseling Department will provide programming to encourage post-secondary planning virtually for our High School Huskies. The goal for our department is to help our students gain access to the tools required to reach their potential. The department will be available to meet with students virtually during the week, however, this will be met through scheduled appointments. The college counseling department understands the expectations and the limitation of providing virtual post-secondary planning services. The College Counseling Department is here to support and service our students and families.

**High School Students and Families**

HSA Southwest College Counseling Department will host different meetings to support our HSA families in the College planning process virtually these will be available through our website and will be emailed to parents and students.

- Presentations will included the following topics for Seniors, Juniors, Sophomores and Freshmen:
  - Welcome to High School: Now What?
  - Concept School College Readiness Program (CCRP)
  - The college application process for Families
Questions About College Admissions
College Admissions Timeline
Testing
Financial Aid: FAFSA informational
Naviance Informational
FAFSA NIGHT: The Department will host Financial Aid Completion nights Virtually and in person if need be starting October 1st. (Senior Families only)

College Guidance Counseling for Seniors

The College counselor will work remotely with Seniors to support our students through the college admissions process, including topics such as building a balanced college list, perfecting the personal statement and applying for financial aid. Our college counseling department will equip our students with the support they need in their post-secondary plans. **Our tasks and assignments will be graded and credited in the College and Career Composition class. All presentations and meetings will follow the college admissions process, seniors must attend and complete all tasks.**

**College Fairs and College Visits**
- Will be Virtual
- Provide an opportunity to explore and learn about different universities and programs that will benefit only the student.
- Students must complete and return an exit slip to prove attendance.

**Individual Meetings**
- Seniors must attend scheduled meetings.
- Seniors will keep virtual task folders from meetings attended
- Surveys must be completed and submitted after each session.
**Interview Sessions**

- 3 major sessions apart from individual meetings.
- The initial Interview will be a 2 hour long session.

**College Guidance Counseling for Freshmen, Sophomores, and Juniors**

**Whole Class Virtual Meetings may include**

- Concept School College Readiness Program (CCRP)
- Naviance Set up and tasks
- Information regarding Navigating the College Admissions Process, Questions About College Admissions, College Admissions Timeline, SAT/ACT, College pathways and Career information will be available.

**Individual meetings with College Counselor**

- Review CCRP, Transition into High School, Courses offered, Microscholarship account and Naviance account updates and task completion.

**Attend College Fairs and College visits**

- Will be Virtual
  - Opportunity to explore and learn about different universities and programs that will benefit only the student.
- Must complete and return an exit slip to prove attendance.

**Virtual Office Hours**

- The Department will be available to meet with parents and students virtually throughout the year even when we return to school.
- Appointments will be scheduled through google calendar.
- Contact information: Rosaleyn Maldonado
  - Email: maldonado@hsaswchicago.org
  - Phone number: 847-903-9995
Social-Emotional Expectations for Teachers

- Teachers need to be committed to creating a remote environment that is attentive to the well-being, safety, social-emotional, and mental health needs of students. The following strategies are ways teachers will be encouraged to implement to ensure student’s mental wellbeing is considered:
  - Establish predictable routines to help students maintain a level of psychological safety
  - Practice regular communication with caregivers and parents
  - Allow students an opportunity to provide regular feedback on the learning process for each class
  - Implement regular (approx. 1 time per week) brief activities that ask students to reflect, process, or discuss their feelings surrounding current and community events
  - Normalize and practice whole class and one-on-one conversations about wellbeing, self-care, and mental health
  - Practice open communication with school counselor, deans, or other appropriate staff regarding students of concern
  - Deans will provide SEL materials for teachers to utilize.

Social-Emotional Expectations for Grade Teams

Grade teams will be required to implement a system for a weekly check-in that assesses student well-being (i.e. google form). Part of the system should include a process for communicating with social-worker, deans or other staff members regarding students who may need follow-up or additional support. The Panorama assessment tool will be used to assess and identify student SEL needs in grades 3-12.
Social worker will provide:

- SEL lessons for the school - hold small groups, provide SEL lessons and activities to teachers
- Provide virtual group sessions to meet student IEP social work minutes
- Support services and serve as liaison to any students who are hospitalized
- Supporting student crisis or student check ins through teacher, student, parent, staff recommendation or through the SEL support line.

**School Attendance**

If a student does not report to his/her class every period, the student will be marked absent. If parents do not call the school and report this absence to the secretary, the secretary will contact the parent to report the absences and record the reason for the absence. If a student does not report for three days, teachers and administrators will put interventions in place to support the student. Interventions will include working collaboratively with the student’s parents, phone calls, emails, virtual meetings, home visits, etc.

At the K-2 grade levels, attendance will be taken daily by the classroom teacher. At the 3-12 grade levels, attendance will be taken each period by the classroom teacher.
Grading Policy

HSA Southwest will use a traditional grading policy. Grades will reflect student progress towards intended learning outcomes. It is important to know that assessment of work ethic, behavior, and study habits are not used in determining individual student grades. Grades will be accurate, consistent, and supportive.

Grades will be ACCURATE
- Grades will focus on the mastering grade level standards.

Grades will be CONSISTENT
- All teachers on a team will enter the same assignments in the grade book.
- Grades will be entered each week into the ConceptSIS gradebook.

Grades will be SUPPORTIVE
- Classwork assignments are formative assessments and students will have the opportunity to revise (based on feedback) and replace classwork grades.
- Each team will develop a retake policy/procedure for summative assessments. For example, a team might require that students participate in a small group reteach lesson or complete online assignments before retaking a summative assessment.
### Grades

- Grades K-2 will utilize a number grading system (3+, 3, 2, 1, 0, N/A)
- Grades 3-12 will utilize a traditional letter grade system (A, B, C, D, F)
- All teachers will provide number or letter grades for class assignments and assessments.

### Feedback

- Teachers will provide students with meaningful and timely feedback on class assignments and assessments.

### Retake Opportunities

- Students will have an opportunity to retake assessments if they complete practice activities prior to the retake.

### Due Dates

- Teachers should be flexible with due dates based on the individual needs of each student.

### Sample Grading Elements

- Class Assignments
- Quizzes
- Projects
- Presentations
- Writing Assignments
- Independent Work
- Rubrics
Expectations and Responsibilities
(Student, Parents and Teachers)

Student Expectations

● Daily attendance will be taken. Students will be given assignments/assessments and grades will be assigned.

● Students will make sure that their device is charged and ready to be used.

● Students will dress appropriately for remote learning.

● Students will need to be in a quiet workplace in order to be productive.

● Students will pay attention to the speaker, whether it be the teacher, other staff members, or students.

● Students will mute their microphone and ensure that the camera is on at all times.

● Students will Be Respectful, Be Responsible and Be Safe
  ○ Take advantage of the learning opportunities provided by teachers
  ○ Check their Google Classroom for learning activities from the teacher
  ○ Check their teacher’s online availability hours so they will know when it is easiest to connect with them
  ○ Attend their teacher’s live lessons
  ○ Check their email daily
  ○ Send their teacher a message with any questions they may have (allow 24 hours for a response)
  ○ Complete and submit their assignments by the assigned due date
  ○ Produce high quality work
  ○ Check their grades in SIS weekly
  ○ Be prepared for success when completing assignments and assessments
  ○ Use appropriate language
All handbook rules remain in effect during remote learning.

Students will refrain from using cell phones, listening to music or playing games during instructional times.

Students will call the main office for any issues with devices.

**Parent Expectations**

- Daily attendance will be taken and grades will be assigned (must be involved in remote learning).
- Parents will follow the same procedure as in-person learning. Call the school office to report an absence on a particular day.
- Parents will ensure that their child is ready to participate in school activities by 8:55 A.M.
- Parents will go over Google Classroom on Monday to ensure that their student is ready for the week of learning activities.
- Parents will check student’s assignments for completion status on Thursday.
- Parents will support engagement in class activities by regularly monitoring student’s assignment completion and grades by logging into SIS. If their student is struggling, take advantage of scheduled office hours throughout the week by contacting the teacher for additional support.
- Parents are not expected to be the teacher during remote learning but are encouraged to be the support in their child's remote learning experience.
- Parents will reserve a space for students to complete remote learning at home.
- Parents will encourage students to get plenty of sleep.
- Parents will ensure students check email daily.
- Parents will remind students that school issued devices are for educational purposes only and they need to take care of these devices.
● Parents will participate in virtual teacher meet and greets, parent-teacher conferences or any requested meetings.

● Parents will inform students that it is illegal to record teachers’ lessons or use pre-recorded lessons in any way other than their intended purposes.

● Parents will allow students to work independently, and don’t feel the need to correct all of their errors. Allow the learning process to take place.

● Parents will communicate with their child’s teacher by email when any issue or question arises and check their email daily for possible emails from staff.

**Teacher Expectations**

● Teachers will be professional and positive.

● Teachers will be prepared to deliver remote learning on the first day of student instruction on September 8, 2020.

● Teachers will take attendance daily by 10:00 A.M.

● Teachers will be on time (8am to 4pm Monday - Friday).

● Teachers are expected to provide remote instruction from a reliable laptop/computer (cellular devices are not permitted).

● Teachers are expected to provide remote instruction and engage in all work-related matters from an environment that is:
  ○ Conducive to teaching, learning, and collaboration
  ○ Free from distractions and disruptions
  ○ Equipped with reliable high-speed internet

● Teachers are expected to have access to all necessary instructional materials when providing remote instruction.

● In the event that teachers cannot provide a distraction-free remote teaching environment from their homes, teachers may be required to report to school to provide remote instruction to their students.
● Teachers will hold office hours daily according to the schedule. Take advantage of scheduled office hours throughout the week to offer additional support and re-teaching.

● Teachers will attend all scheduled meetings and be on time to meetings.

● Teachers will collaborate one time per week with their team to ensure equitable student experience in learning, aligned pacing, and similar opportunities in assessment for students.

● Teachers will begin the school year by sharing information with students and parents about communication including:
  ○ Teacher email address
  ○ How to engage in office hours with teacher
  ○ How to access the primary resources used in class
  ○ Attendance expectations
  ○ Expectations of learning
  ○ Remote learning behaviors
  ○ Grading guidelines

● Teachers will hold live instruction and check-ins through the appropriate platforms. These lessons can be recorded and posted to the platform for absent students or for students to rewatch.

● Teachers will communicate weekly with each family to ensure student success.

● Teachers will hold a virtual meet the teacher night or create a welcome video for families.

● Teachers are required to follow school protocol for reporting absences. Have independent work ready in case of an emergency.

● Teachers will log all communication in SIS.

● Teachers will find ways to build lasting relationships with their students and parents.
● Teachers will update and post grades weekly within the online gradebook.
● Teachers will provide meaningful feedback to students on assignments and assessments.
● Teachers will be considerate of everyone’s situation and communicate this within their team.
● Teachers will create engaging activities and have ways to assess student learning.
● Teachers will respond to parent and student messages within 24 hours during normal school hours.
● Teachers will bring any major concerns to administration immediately.
● Teachers will coordinate each week with SPED teachers, related services, providers, and ESL teachers.
● All staff with additional time who are available may be assigned by administration to instructional duties for which they are qualified.
Although our classroom environment is virtual (online), the standards of behavior are as important as they are in brick and mortar schools. In other words, our virtual classrooms are real classrooms with real teachers; therefore, appropriate student behavior is expected. To ensure that all HSA Southwest students understand how to behave in an online environment, we have developed a code of conduct that all students are required to follow. This code of conduct addresses student interaction with HSA Southwest faculty, staff, and other HSA Southwest students, as well as their individual actions. The following rules apply to the Google classroom and live session environments.

Interactions with HSA Southwest Faculty and Staff

- Students should address all HSA Southwest faculty and staff members as adults with the courtesy expected for education professionals. They are to use both the appropriate title (Mr., Mrs., Ms., or Dr.) and last name only. No other form of address is acceptable.
- Students should phrase communications with HSA Southwest faculty and staff in a polite and courteous manner appropriate for speaking to adults. The tone of emails and conversations must be respectful.
- Since our online environment is a learning environment, students should not use excessive “slang” or language that they might use in other environments. Students must communicate with teachers in complete sentences.
- Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with HSA Southwest faculty and staff.
- Students must use a profile picture and video feed background that is appropriate for an educational environment. The HSA Southwest faculty & administration
reserve the right to determine if a profile picture or video feed background is inappropriate. Students using an inappropriate profile picture or video feed background will be required to update their settings. Google profile pictures should be a head-shot of the student only and may not be offensive or inappropriate in any manner.

- Students must use an email address that is appropriate for an educational environment. Email addresses that use profanity or may otherwise be construed as offensive, shall not be permitted in correspondence with HSA Southwest faculty and staff. The HSA Southwest faculty & administration reserve the right to determine if an email address is inappropriate for the educational environment.

**Interactions with Other HSA Southwest Users**

- All communications with other students enrolled in HSA Southwest must be of a course-related nature. Any sending of unsolicited email to other HSA Southwest classmates is prohibited.

- All communications with other students in any forum, course related email, discussion post, etc., must be polite, courteous and respectful.

- The integrity and authenticity of student work is something that we take seriously and check using a variety of technologies. Copying the work of others, allowing others to knowingly copy a student’s work, and/or misusing content from the Internet could result in removal from our courses with a failing grade. Students are expected to abide by the Academic Integrity Policy that is accepted as part of our classes.

- Do not collaborate with other students (work with) on your HSA Southwest assignments unless directed to do so by your teacher. Working together is useful in the traditional classroom, but it is not permitted in our online environment.
without specific teacher instructions to do so. In addition, parents may not login to a student account and complete coursework on behalf of the student.

● Students are not to use obscene, profane, threatening, or disrespectful language or images in any communications with other HSA Southwest students.

**Appropriate Use of the Internet**

● HSA Southwest students are subject to all local, state, and federal laws governing the Internet. Consequently, program administrators will cooperate fully with local, state, or federal officials in any investigation related to illegal activities conducted through Internet access.

● In the event there is a claim that a student has violated this policy, he/she will be notified of the suspected violation and given an opportunity to present an explanation.

● Any student that violates this policy will be subject to disciplinary action that may result in removal from HSA Southwest course(s), as well as other disciplinary or legal action.

● All online learning activities will be monitored and recorded. All school-provided computers are monitored with GoGuardian software.

**Attendance**

If a student does not report to his/her class every period, the student will be marked absent. If parents do not call the school and report this absence to the secretary, the secretary will contact the parent to report the absences and record the reason for the absence. If a student does not report for three days, teachers and administrators will put interventions in place to support the student. Interventions will include working collaboratively with the student’s parents, phone calls, emails, virtual meetings, home visits, etc.
Cyberbullying
During remote learning, HSA Southwest will abide by the cyberbullying definitions and protocols that are outlined in the HSA Southwest Student Code of Conduct.

Virtual Learning Contract for Students
- I understand that my schooling is my responsibility and promise to be in classes online, on time, and to complete my online assignments on time.
- I will be respectful to my teachers and classmates online at all times.
- I will use the internet in an appropriate manner while in class.
- I will dress appropriately and have an appropriate background while online.
- I will respond to teacher and staff communications in a timely manner.
- I will take responsibility for my learning and education.
- I will not bully or harass my classmates or staff members.
- I will not send inappropriate pictures or videos to classmates and teachers.
- I understand that my virtual classes are recorded.
- I understand that my internet use is monitored by GoGuardian software.
- I understand that attendance is mandatory for all my virtual classes.
- I will communicate any problems with technology/internet with my teachers and arrange to make up any missed assignments, if allowed by my teacher.
- I will adhere to HSA Southwest’s Student Code of Conduct as much as it applies to my virtual schooling.
- I understand that consequences for my actions will come in the form of meetings with my parents and the Dean of Students either virtually or as home visits.
- Failure to comply with classroom rules may result in me being virtually isolated from my class for a period of time.
Attending and competing for Horizon Science Academy Southwest is a privilege, not a right. Student-Athletes at HSA Southwest are held in high regard and are seen as role models and leaders on campus and in the community. As leaders, Student-Athletes have the responsibility to portray their team, HSA Southwest and themselves in a positive manner. We have the same expectations during remote-learning like we have during in-school learning.

Online Classes

- We expect the student-athletes participating in the online classes and following the HSA Southwest Remote Learning Guidelines. If you need help with the internet or technology please contact your coaches or the athletic director at salih@hsaswchicago.org to be able to get the help you need.
- HSA Southwest athletes must maintain good standing grades for every week to be eligible to participate in practices and the games. The Athletic Director and Coaches will check progress reports every week. If a player has an “F” at any time, they will not be allowed to play with the team. They will be off the team for at least 2 weeks, and permanently, based on academic progress. Grades below a “C” are frowned upon.
Grade Checks

- Grade checks will occur every week, at that time any student with an “F” will be suspended from the team until the next grade check. This will occur every week. At that time if the grade is acceptable, the student may resume team activities. If it is not, they will be suspended from the team permanently.

Student Conduct Protocols during COVID-19

Students must strictly adhere to the following guidelines. Staff/Volunteers should continue to reinforce these guidelines. Students who repeatedly fail to follow these guidelines may be dismissed from programming. ISHA, in conjunction with the coach and school principal, will make a formal judgment on any student conduct issues.

- If sick, stay home.
- If you are supposed to be in quarantine or are awaiting test results, stay home.
- Practice the 3 W’s:
  - Wash your hands
  - Wear a mask at all times when indoors except when in the pool. Masks must be worn outdoors whenever social distance cannot be maintained.
  - Watch your social distance.
- Sanitize hands before and after the workout (if handwashing is not possible).
- Maintain a social distance of 6 feet from other students.
- Refrain from spitting, being sure to cough/sneeze into your elbow.
- Refrain from handshakes, high fives, hugs and the like with other students.
- Do not share equipment, towels or water bottles.
- Spotters for weightlifting must be masked. Maximum lifts should be done only with power cages for squats and bench presses. Spotters should stand at each end of the bar.
- Refrain from shouting, group cheers or huddles.
● If students test positive for COVID they MUST email ContactTracing@cps.edu

● Any participant that presents concerns during the screening will be sent home with a referral to their appropriate health care provider for further evaluation. If they do not have a health care provider,

● Interactions between groups may not occur.

● Implement diligent and effective cleaning and disinfecting of frequently touched objects and surfaces following the guidance of the CDC and IDPH.

● Athletes must be screened at the start of practice for fever and symptoms of COVID-19 (fever, chills, cough, muscle aches, headache, sore throat, runny nose, nausea, vomiting, diarrhea or loss of taste or smell). If any symptoms are present or become present during the session, they must not participate in practice and should be referred to a health care provider for evaluation and testing. Students must provide written authorization from a health care provider before participating in future sessions if they test positive for COVID-19. Anyone who has symptoms is strongly encouraged to be tested for COVID-19. Here is a list of testing sites.

● Athletes must view the CDC video guidance and Coaches must confirm that athletes have viewed the CDC video guidance regarding youth sports prior to participation - link here.

● Schools must not provide any transportation for athletes to and from any events. Transportation is the responsibility of the parent/guardian.

HSA Southwest Athletic Department
Athletic Director
Coach Salih
Email: salih@hsaswichicago.org
Technology Support and Access

All students will be issued a district-owned computing device and charger to be used at home. A limited number of internet hotspots will be made available to economically disadvantaged families without internet access at home. In addition, many internet service providers are offering temporary assistance to families. If families decide to use their own devices they will let the school know in order not to receive a school device.

If you are having trouble accessing technology (hardware or software), please utilize one of the Building Technology e-mail addresses below. Please contact building administrators to notify us of any further access concerns and discuss possible solutions. Families may access technology support related to district-owned computing devices and district-provided software programs by emailing the following. HSA Southwest staff members are still requested to enter technology issues through the ConceptSIS system logbook.

Contacts for Tech Needs and Support:

- Mr. Ahmad - ahmad@hsaswchicago.org
- Secretaries - secretary@hsaswchicago.org

Non-Electronic Materials

Existing print materials will be made available for remote learning, as appropriate. This will include textbooks, workbooks, and novels. In some cases, paper packets will be provided, as needed, for special circumstances (Special Education, 504 plan, English Learner, MTSS/RTI).
Students and families who are in temporary living situations may contact our STLS liaisons, Mr. Flick and Ms. Montoya at flick@hsaswchicago.org and emontoya@hsaswchicago.org.

Communication and Access to Building

There will be no in-person classes offered during remote learning. Therefore, students don’t need to come to the school building. If a student needs access to the building for any reason, s/he must call the front office to schedule an appointment. However, students with IEPs, 504s or ELL students and STLS students may be invited to the school on a needs basis by teachers. Students are subject to the following guidelines when entering the building.

Entrance Procedures During COVID-19

When entering the building, all students, staff and visitors must sign into the building, complete a temperature check, and report any symptoms they may be having. If a student, staff member, or visitor has a temperature higher than 100.4° F, they will not be allowed to enter the building. All students, staff, and visitors must wear a mask while inside the building.
Public Relations and Communication

The school will provide various methods of communicating information to the community. The forms of communication include emails through Constant Contact, robocalls, and updates through social media platforms including Facebook, Twitter, and YouTube. Important information will also be posted on our school website.

Frequently Asked Questions (FAQ)

Will there be classes offered?
Yes, classes will be offered via live streaming. Teachers will provide live instruction from their classrooms via Google Meets or other approved platforms during all assigned teaching periods.

Will students have class schedules?
Yes. Students will be assigned 9 periods of classes as usual.

Is attendance required?
Yes, attendance matters! Teachers will take attendance at the beginning of each class period. Follow the same procedures for attendance as with in-person learning. Please call the school office to report an absence on a particular day. Attendance and tardy consequences will be assigned per HSA Southwest student handbook and CPS guidelines.
Will there be access to recorded classes?
Teachers will record all live classes and they will post the recordings on Google Classroom. This will allow students to go back to prior classes and refresh their learning. Please know that it is illegal for students to record teachers’ lessons or use pre-recorded lessons in any way other than their intended purposes.

Will the work be graded?
Yes, regular grading resumes! Students will be given assignments/assessments and grades will be assigned. We will return to the grading system we used prior to Covid19. Students may expect to see grades updated a few times a week on Google Classroom. However, Online Gradebook may be updated once a week.

Can students turn in late work?
Late work will be indicated as “Missing” in Online Gradebook until it has been submitted for grading. Late policy for each class will be determined by the teachers.

Will students learn new concepts or will it be all-review?
We will move forward with the curriculum this year.

What online tools/platforms will be used?
- Seesaw
- Google Classroom
- Google Meets
- School Email
- HSA Southwest Online Grade Book (SIS)
- Other instructional software as teachers deem necessary

Is there tutoring available?
Yes! Teachers will hold office hours according to their schedules. Remediation will be offered on Friday’s as well.
When will students receive Chromebooks for the 2020/2021 school year? Chromebooks are available at the main office. Please make arrangements with the main office before coming to pick up your students Chromebook.

How do students/parents get in touch with teachers? Students/parents can always send teachers an email with any questions they may have. Please allow a response window of 24 hours during regular school hours.

Do students have to turn in any assignments in paper? All work be completed and submitted thru Google Classroom. Students don’t need to turn in any work on paper. Some specials as well as possible other classes may have exceptional requirements and teachers would inform students of such requirements.

What are the extracurricular activities available? We are currently suspending all after school activities. We will continue to re-evaluate the safety of sports and activities in-person as well as virtually; and begin them when it’s safe to do so.

What if I need medical support? Please visit the Illinois Department of Public Health.
NO-COST HIGH-SPEED INTERNET FOR ELIGIBLE FAMILIES

GET CONNECTED
1. Visit cps.edu/getconnected
2. Enter your child’s student ID and birthdate to receive your activation code

INTERNET GRATUITO Y DE ALTA VELOCIDAD PARA LAS FAMILIAS ELEGIBLES

CONÉCTESE
1. Visite cps.edu/getconnected
2. Ingrese el número de identificación y la fecha de nacimiento de su hijo para obtener su código de activación
LET'S STAY in touch!

PRINCIPAL: STEPHEN PALMERIN
PALMERIN@HSASWCHICAGO.ORG

ASSISTANT PRINCIPAL OF ACADEMICS, GRADES K-5:
ELIZABETH ARENZAK
ARENZAK@HSASWCHICAGO.ORG

ASSISTANT PRINCIPAL OF ACADEMICS, GRADES 6-8:
JENNIFER HUGHES
HUGHES@HSASWCHICAGO.ORG

ASSISTANT PRINCIPAL OF SCHOOL CULTURE, GRADES K-5
& SOCIAL EMOTIONAL SUPPORT:
ALISHA WHITEHEAD
WHITEHEAD@HSASWCHICAGO.ORG

ELL/ESL SUPPORT:
PAOLA BONILLA
BONILLA@HSASWCHICAGO.ORG

ASSISTANT PRINCIPAL OF SCHOOL CULTURE, GRADES 6-12:
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MCCLAUGHLIN@HSASWCHICAGO.ORG

SPECIAL EDUCATION SUPPORT:
HEATHER ERICKSON
ERICKSON@HSASWCHICAGO.ORG

TECH NEEDS OR SUPPORT:
MUJAHID AHMAD - AHMAD@HSASWCHICAGO.ORG
OR
HSA-SOUTHWEST SECRETARIES - SECRETARIES@HSASWCHICAGO.ORG