Introduction

The educational mission of Bloomington Public Schools is to challenge, support, and inspire all students to learn and achieve to their highest potential in order to become productive citizens and lifelong learners.

This mission continues even when our students can not attend our public school buildings. The relationship between a student, their teachers and their classmates is an essential foundation for learning to occur.

Therefore, District 87’s remote learning plan is grounded in these principles:

- Maintaining relationships is the basis for all remote learning activities and
- Continuity of learning is essential for growth and development.

To accomplish these principles, District 87 will adopt a remote learning model that:

- Gives flexibility and autonomy to our teaching staff to develop, modify or choose learning activities that fits the essential content of their class;
- Acknowledges that each student will have unique learning environments that may be fluid and need flexibility in accomplishing the goals of the class;
- Adopts the motto: DO NO HARM. This includes the grading aspect of our teaching to include only improvement of grades, as recommended by ISBE.

Guidance

This document was created based on Illinois State Board of Education’s Remote Learning Recommendation during COVID-19, published March 27, 2020. This document will be updated as more information is available. This ISBE document is referenced by page numbers in this D87 document. We have also used ISBE COVID-19 website for executive orders and updates. This document was a collaborative effort of the District 87 leadership team including District-level administrators and directors, principals and BEA representatives. All questions regarding this document should be directed to your building principals.
Teacher Communication with Students/Families

Our primary goal during remote learning is to give our students some stability and social interactions outside their “shelter in place.” We do not want any student to feel disassociated or left out of the D87 learning experience.

District 87 values the safety of our students and staff. We have adopted various communication methods. The district approved communication/learning platforms include:

<table>
<thead>
<tr>
<th>Skyward Message Center</th>
<th>REMIND</th>
<th>GSuite products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard (website)</td>
<td>ZOOM Video Tutorial</td>
<td>Symbaloo has our D87 apps listed</td>
</tr>
</tbody>
</table>

We acknowledge that teachers have used other methods for communicating with students. During the remote learning days, we encourage you to continue to use the communication method you have been using in your class even if it is not listed in the above chart. Repeat: you DO NOT need to change your current communication platform with students (ie. Class DoJo, Moodle, etc). Continue as you have for the remainder of this school year.

How will COMMUNICATION look?

- The focus is for teachers to maintain regular contact at consistent times using consistent methods that allow students to become comfortable with that form of communication (e.g., phone calls and/or online conversations).
- All teachers are encouraged to establish “office hours” to help with consistency and also to put up boundaries for communications. The district expectation is that the teacher decides the time, method and duration of these “office hours” to fit the needs of the teacher and their students.

Communication with Colleagues

Communication is not just between a teacher/student, but also colleagues. We will have various opportunities for departments and full faculty to come together to share successes and concerns.
● The primary communication method for faculty will be email. All D87 employees are asked to frequently check their emails for updates.
● Our ZOOM meetings will be recorded for colleagues that are unable to attend the meeting at the designated time.
● We will have 5 Remote Planning Days to help facilitate communication and planning. Those days will be: March 31, April 3, April 17, May 1 and May 15.

Remote Learning Schedule  
*if remote learning days are extended past April 8th.

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 31</td>
<td>All day</td>
<td>All day</td>
<td>All day</td>
<td></td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 1</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td></td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 2</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td></td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 3</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Remote Learning Planning Day</td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 6</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Remote Learning Day Unit 1</td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 7</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Remote Learning Day Unit 1</td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 8</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Remote Learning Day Unit 1</td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 9</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Remote Learning Day Unit 1</td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 10</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Non-attendance Day for staff and students</td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 13</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Remote Learning Day Unit 1</td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 14</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Remote Learning Day Unit 1</td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 15</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Remote Learning Day Unit 1</td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 16</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Remote Learning Day Unit 1</td>
<td>All day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 17</td>
<td>All day</td>
<td></td>
<td>All day</td>
<td>Remote Learning Planning Day</td>
<td>All day</td>
</tr>
</tbody>
</table>
Special Education (PK-12)

ISBE Recommendations (p. 30)

- District 87 continues to serve students with disabilities to the greatest extent practicable by tailoring remote learning that provides educational benefits. The focus of instruction should be individualized and based on the students’ IEPs, their goals, the modifications, and accommodations within the IEP. To ensure this differentiation occurs, there should be communication between special education teachers, general education teachers as well as related service providers to support students in meeting their IEP needs.
- ISBE and IDEA Requirements and Timelines:
  - Annual Reviews and IEP conferences/meetings: ISBE’s guidance confirms IDEA timelines still apply therefore Annual Reviews and Triennial reevaluations meetings/conferences still need to be held to meet their required timeline.
  - Accommodations and Modifications: Instruction should be individualized and provided to students with the appropriate accommodations and modifications as listed on their IEP. Assisting students in accessing the curriculum during remote learning should be a collaborative effort.
  - Related Services: It is essential during remote learning that related services when appropriate, are a part of the continued learning of our students. Related service providers will work in collaboration with general and special educators to meet the needs of their students.

For clarification or questions, please contact a student’s case manager. Special Education staff should contact Leslie Hanson (hansonl@district87.org) with any specific questions.

Click for quick links for school plans:

<table>
<thead>
<tr>
<th>BHS</th>
<th>BJHS</th>
<th>Elementary</th>
<th>Raymond</th>
</tr>
</thead>
</table>

District 87 Remote Learning Guide 4
Bloomington High School (9-12)

Key takeaways from this section:

1. This plan was developed using Illinois State Board of Education’s Remote Learning Recommendation Document published March 27, 2020. High school specific information begins on page 50.
2. Flexibility and adaptability from all staff is expected as we develop our remote learning experiences for students.
3. No grading practices can be punitive or diminish a student’s current academic grade, per ISBE guidelines.
4. Lead teachers will be in frequent contact with colleagues.

Priorities for Remote Learning Days for BHS students and staff:

- **Focus on the student’s needs**
  - The relationship with a student is the most important aspect of our remote learning days. During this difficult time, we must focus on the social-emotional needs of our students.
  - Each student will have unique learning environments and they will not all be equitable. All assignments, lessons and grading should be tailored to the student’s needs including special education, 504 plans and bilingual/ESL.

- **Focus on Key Concepts to continue learning**
  - As a department, teachers will decide KEY CONCEPTS for 4th quarter. These concepts will be taught by all teachers in the manner they feel is more appropriate
  - Assignments and learning will be aligned to these key concepts.

- **Focus on Improvement of grades and academic performance**
  - Allow students to complete any missing assignments from P6.
  - Allow students to redo any assignments from P6 to increase their grade.
Curriculum/Content for high school

Remote learning is new for teachers and students. It is not expected, or realistic, to believe remote learning is just “school at home.” The relationships in a classroom will not be able to be duplicated in a student’s home.

Therefore, we must conceptualize our curriculum expectations differently during this time.

How will we do this?

- **ISBE’s recommendation** is that students should have approximately 30 minutes of work assigned per class for a maximum of 150 minutes in one week. District 87 will use the parameters of 120-150 per week for assignments, per class. (p.17)
- Departments will have the autonomy to decide how key concepts will be identified for remote learning. It is encouraged that teachers work collaboratively to identify key concepts for a two-week unit of study.
  - **We will have the following units of study:**
    - **D87 Connects! (April 1-2)**
      - Focus is on connecting with ADVISORY students/families
      - Reach out to all students to ensure they have the technology tools they need
      - Inform/Teach online processes and expectations for classes
      - Communicating to guidance counselors for any students that you have not been able to connect with
    - **Unit 1: (April 6-17)**
      - Focus is on make up/redos from previous learning
      - Essential concept(s) decided on from department
    - **Unit 2: (April 20-30)**
      - Focus is on make up/redos from previous learning
      - Essential concept(s) decided on from department
    - **Unit 3: (May 4-14)**
      - Focus is on make up/redos from previous learning
      - Essential concept(s) decided on from department
    - **D87 Connects! (May 18-22)**
      - Focus is on make up/redos from previous learning
      - Collections of laptops/materials
      - TBD as we have more information
Once key concepts are identified and communicated to all teachers, including Special Education and EL teachers, teachers will develop their lesson plans. These lesson plans can be completed collaboratively or individually to ensure differentiation occurs to meet the individual needs of our diverse learners.

- **Special Education Case Managers** - please work with related service providers when appropriate such as speech, OT and/or PT to ensure you have received and included related service activities with the student's lesson plans.
- **ISBE's recommendation** gives some examples for learning activities (p. 55-56)

<table>
<thead>
<tr>
<th>Content Areas</th>
<th>Daily learning time can include:</th>
</tr>
</thead>
</table>
| Content Areas | ● Reading and reflection  
                 ● Writing  
                 ● Recorded lectures  
                 ● Non-digital material  
                 ● Discussion boards  
                 ● Online resources  
                 ● Content-based activities |
| Career & Technical Education  
  (Applied Technology/  
  Business/Family & Consumer  
  Science/Nursing/Fire Sciences) | ● Online videos  
                                    ● Discussion boards  
                                    ● Article critiques  
                                    ● Manipulative materials/handouts  
                                    ● Career exploration research  
                                    ● Self-assessments |
| Specials (Art/Music/Media) | ● Encouraging structured activities that are physical and focus on social/emotional engagement |
| World Languages | ● Most resources for Core Courses also work for World Languages. Recorded lectures offer verbal enrichment as do websites, movies, and videos in and about the language and related cultures. |
| Health & Physical Education | ● Encourage students to stay active during the current statewide lockdown.  
                              ● Use concern about COVID-19 as a means to promote sanitary practices for students. |
| Driver Education | ● The classroom portion of a driver education program may be completed through remote/distance learning, but the 6-hour behind the wheel portion of driver education programs must be suspended for the duration of the Governor's mandated school closure. |
GRADING for BHS

- Grading protocols have been recommended by Illinois State Board of Education for remote learning days. District 87 will adhere to these recommendations during this time. The following page numbers are referencing the ISBE Recommendation for Remote Learning Document:
  o “Students’ grades must not be negatively impacted during remote learning. “ (page 45)
  o “Overall Goal: The focus should be on ensuring core standards are being met for success in the next grade.” (Page 49)
  o “Students….cannot be required to master and cannot be penalized for failure to master the new content” (Page 52)
- District 87 has acknowledged that grading and academic attainment have been intertwined in our BHS culture. However, during this time, we must separate the grading aspect of our teaching to include only improvement of grades. District 87 does not give incomplete grades.
- As of the writing of this document, we do not have clarification about final exams. We will keep you updated as more information is available.

What will grading look like?

- Although grading will be different for some teachers, the focus of the remote learning grading is on feedback and improvement.
- This chart is for teachers' knowledge of the remote learning grading matrix. Students will not have this chart shared with them. Students will be told that BHS wants them to improve their grades and that participation in class/learning is expected.
<table>
<thead>
<tr>
<th>P6 grade</th>
<th>Student’s Remote Learning Activities/Participation</th>
<th>Final Grade for 2nd Semester*</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Does not do any work</td>
<td>Final grade is P6 grade</td>
</tr>
<tr>
<td>F</td>
<td>Works to improve grades, participates in assignments</td>
<td>D, C, B, A depending on work level</td>
</tr>
<tr>
<td>D, C, B</td>
<td>Does not do any work</td>
<td>Final grade is P6 grade</td>
</tr>
<tr>
<td>D, C, B</td>
<td>Works to improve grades, participates in assignments</td>
<td>C, B, A depending on the level of work completed and at what academic level</td>
</tr>
<tr>
<td>A</td>
<td>Does not do any work</td>
<td>Final grade is P6 grade</td>
</tr>
<tr>
<td>A</td>
<td>Continues to do work</td>
<td>A</td>
</tr>
</tbody>
</table>

*This chart has been created with the assumption that final exams will not occur for this semester.
What about?

GRADUATION REQUIREMENTS FOR CLASS OF 2020
- BHS’s intent is to have as many students graduate on time and with their correct credits. We will be analyzing and reaching out to seniors and will continue to evaluate how to insure all students graduate as intended.
- We are investigating on a case-by-case basis those students that have not taken the SAT or constitution exam. We will communicate this as we learn more information.

COLLEGE APPLICATIONS, RECOMMENDATIONS, & SCHOLARSHIPS:
- A special communication is being developed for seniors to outline procedures for these. Faculty are asked to respond to requests for letters of recommendations in a timely manner.
- All communication will be posted on D87’s website.

ADVANCED PLACEMENT COURSES & TESTING:
- Teachers of AP classes are being communicated with as the College Board communicates with districts.
- More information is available at www.collegeboard.org

SAT, PSAT 9, & PSAT 10:
- State assessment has been postponed until Fall 2020.

DUAL CREDIT:
- Heartland Community College guidance is included here.
- Guidance is also available on ISBE’s Remote Learning Recommendations (page 54).
Bloomington Jr. High School (6-8)

Key takeaways from this section:

1. This plan was developed using Illinois State Board of Education’s Remote Learning Recommendation Document published March 27, 2020. Junior High school specific information begins on page 45.
2. Flexibility and adaptability from all staff is expected as we develop our remote learning experiences for students.
3. No grading practices can be punitive or diminish a student’s current academic grade, per ISBE guidelines.
4. Department/Team Leaders will be in frequent contact with colleagues.

Focus for Remote Learning Days for BJHS students and staff:

- **Focus on the student’s needs**
  - The relationship with a student is the most important aspect of our remote learning days. During this difficult time, we must focus on the social-emotional aspects of our students.
  - Each student will have unique learning environments and they will not all be equitable. All assignments, lessons and grading should be tailored to the student’s needs including special education, and bilingual/ESL.

- **Focus on Key Concepts to continue learning**
  - As a department/team, teachers will decide KEY CONCEPTS for 4th quarter. These concepts will be taught by all teachers in the manner they feel is most appropriate
  - Assignments and learning will be aligned to these key concepts.

- **Focus on improvement of academic performance**
  - Because we have started 4th quarter, the focus of BJHS instruction should be on an individual students needs to demonstrate learning of the key concepts.
  - Feedback to students is the focus instead of a letter grade.
Curriculum/Content

Remote learning is new for teachers and students. It is not expected, or realistic, to believe remote learning is just “school at home.” The relationships in a classroom will not be able to be duplicated in a student’s home.

Therefore, we must conceptualize our curriculum expectations differently during this time.

How will we do this?

- **ISBE recommendation** is that students should have a daily **maximum** of 30 minutes of work assigned per class. (P. 17)
- Departments will have the autonomy to decide how key concepts will be identified for remote learning. It is encouraged that teachers work collaboratively to identify key concepts for a two-week unit of study.
- Once key concepts are identified and communicated to all teachers, **including special education and bilingual/ESL teachers**, teachers will develop their lesson plans. These lesson plans can be completed collaboratively or individually to ensure differentiation occurs to meet the individual needs of our diverse learners.
- **Special Education Case Managers** - please work with related service providers when appropriate such as speech, OT and/or PT to ensure you have received and included related service activities with the student’s lesson plans
- **Format:**
  - We will have the following units of study:
    - **D87 Connects! (April 1-2)**
      - Focus is on connecting with **ROUNDTABLE** students/families
      - Then, connect with your other students to inform/teach online processes and expectations
      - Communicate to administrator for any students that you have not been able to connect with
    - **Unit 1: (April 6-17)**
      - Focus is on make up/redos from previous learning.
      - Essential concept(s) decided on from department
    - **Unit 2: (April 20-30)**
      - Focus is on make up/redos from previous learning
Essential concept(s) decided on from department

- Unit 3: (May 4-14)
  - Focus is on make up/redos from previous learning
  - Essential concept(s) decided on from department

- D87 Connects! (May 18-22)
  - Focus is on make up/redos from previous learning
  - Collections of laptops/materials
  - TBD as we have more information

GRADING for BJHS

- Grading protocols have been recommended by Illinois State Board of Education for remote learning days. District 87 will adhere to these recommendations during this time. Specific language from ISBE guidance document explains:
  - “The focus should be on what students have learned, the effort, time and energy put into the work, and comprehension level of the material”. (p.48)
- District 87 has acknowledged that grading and academic attainment have been intertwined in our BJHS culture. However, during this time, we must separate the grading aspect of our teaching to include only improvement of learning. District 87 does not give incomplete grades.

What will grading look like?

- Although grading will be different for some teachers, the focus of the remote learning grading is on feedback and improvement.
- Grading practices are fluid for middle school when we do not know how long the remote learning days will last. Therefore, our focus, for now, will be on giving students feedback and clear learning activities.
- This chart is for teachers' knowledge of the remote learning matrix. Students will not have this chart shared with them. Students will be told that BJHS wants them to improve their grades and that participation in class/learning is expected.
<table>
<thead>
<tr>
<th>Remote Learning Activities</th>
<th>4th quarter “grade”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not do any work</td>
<td>Make sure to inform the grade level administrator and social worker as soon as you notice a student not participating. Document ways you tried to make contact.</td>
</tr>
<tr>
<td>Works to improve grades, participates in assignments</td>
<td>Give feedback depending on work level. Look at this as a feedback experience, not grading.</td>
</tr>
</tbody>
</table>
Key takeaways from this section:

- This plan was developed using [Illinois State Board of Education's Remote Learning Recommendation Document](#) published March 27, 2020.
  - Early Childhood-2nd grade recommendations begin on page 35.
  - Grades 3-5 recommendations begin on page 42.
- Flexibility and adaptability from all staff is expected as we develop our remote learning experiences for students.
- Students will not be “turning in” learning activities to teachers.
- Building principals will be in frequent contact with colleagues.

Priorities for Remote Learning Days for Raymond and Elementary students and staff:

**Focus on the student’s needs**

- The relationship with a student is the most important aspect of our remote learning days. During this difficult time, we must focus on the social-emotional aspects of our students.
- Each student will have unique learning environments and they will not all be equitable. All assignments, lessons and feedback should be tailored to the student’s needs including special education, and bilingual/ESL.

**Focus on Key Concepts to continue learning**

- As a grade level, teachers will decide KEY CONCEPTS for their content. This should be review and not new material. These concepts will be taught by all teachers in the manner they feel is more appropriate.
- Assignments and learning will be aligned to these key concepts.

Curriculum/Content

Remote learning is new for teachers and students. It is not expected, or realistic, to believe remote learning is just “school at home.” The relationships in a classroom will not be able to be duplicated in a student’s home.

Therefore, we must conceptualize our curriculum expectations differently during this time.
How will we do this?

- A school’s grade level will send home a 4 page packet of learning activities similar to what we sent home in March.
  - Assignments focus on essential content and include learning activities from the media specialist, PE, Art and music teachers.
  - Specialists will have information to classroom teachers by the end of day on April 1.
  - To ensure differentiation occurs such as accommodations and modifications, there should be collaboration and communication between special education and general education teachers (including bilingual/ESL).
  - ISBE recommendations have identified minimum and maximum engagement activities per grade level. (pg. 17). District 87 will use these parameters for each grade level. Please review these with your grade level colleagues.

- This packet will be sent to families either electronically or via mail. (The method of delivery will be collected on April 1 and 2)
  - If parents want a learning packet electronically, the classroom teacher should send it by April 3rd.
  - If parents want a learning packet via mail, the packet should be emailed to the building principal by April 2 by 8:00 a.m. Building principals will coordinate the printing and mailing of learning activities to students that do not want them electronically.

- Grade levels will have the autonomy to decide how key concepts will be identified for remote learning. Once key concepts are identified and communicated to all teachers, including special education and bilingual/ESL teachers, teachers will develop their lesson plans. These lesson plans can be completed collaboratively or individually to ensure differentiation occurs to meet the individual needs of our diverse learners.

- Special Education Case Managers - please work with related service providers when appropriate such as speech, OT and/or PT to ensure you have received and included related service activities with the student's lesson plans

- To answer an FAQ: D87 will not be going to a 1:1 model for elementary schools during remote learning days.
## GRADING/FEEDBACK

- There is no expectation that work that is sent home is returned to teachers for feedback or grading.
- Feedback is given to students to maintain relationships--electronically or by Skyward messenger or phone calls. This does not have to be specifically to curriculum as teachers will not be getting materials back.

## Elementary Teachers Timeline

District 87’s Remote Learning Plan has our PK-5 plan as a learning packet for students that is mailed home either electronically or by US Postal Mail. Due the that restriction, packets are due to ESC prior to the start date of a unit. Teachers should follow the guidelines in the Remote Learning Plan and these timelines.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
<th>Packet to Principal via email.</th>
<th>Packets copied and assembled at school</th>
<th>Packets Delivered to ESC</th>
<th>If parent wants electronically, date sent by teachers (@ latest)</th>
<th>Sent to families on Monday, April 6 (if already completed, that is fine)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 6-16</td>
<td>April 2: Packets to principal</td>
<td>Thursday/Friday: principal discretion</td>
<td>Friday, April 3 by noon</td>
<td>Sent to families on Monday, April 6 (if already completed, that is fine)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Plan date: 3/31 and 4/3)</td>
<td>April 2: D87 Form completed by 2:00</td>
<td>To ESC by Friday noon 4/3</td>
<td>Postage put on in the afternoon at ESC</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By 6:00 p.m.; Diane will email each principal the form information about who want materials electronically vs. snail mail</td>
<td>To Post office for late afternoon mailing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>April 20-30</td>
<td>April 9 at noon</td>
<td>April 13 stuffing</td>
<td>Tuesday, April 14 by 8:30 am</td>
<td>Monday, April 20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Plan date 4/3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (if needed)</td>
<td>May 1-14 (Plan date 4/17)</td>
<td>April 23 at noon</td>
<td>April 27 stuffing</td>
<td>Tuesday, April 28 by 8:30 a.m</td>
<td>Monday, May 1</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>-------------------------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>4 (if needed)</td>
<td>May 18-22 (Plan date 5/1)</td>
<td>May 7 at noon</td>
<td>May 8 stuffing</td>
<td>Tuesday, May 12 by 8:30 am</td>
<td>Monday, May 18</td>
<td></td>
</tr>
</tbody>
</table>
“No significant learning can occur without a significant relationships.” Dr. James Comer.

Purpose

The purpose of this district-wide connection unit is to try to connect with all D87 students/families. During this difficult time, we want to reach out to our students/families to insure that:

1. Contact information in Skyward is correct
2. Our students/families know how to reach us
3. Elementary families identify how they want to receive learning packet
4. Secondary students identify if they have technology needs

Outcomes

1. Fill out communication roster
   Using the links below, record your connections with students. Each D87 teacher will communicate with their students/families and collect this information. Our goal is 100% communication with our students/families. (Due by April 3)
   
   - BHS: Please fill out for Advisory students only
   - BJHS: Please fill out for Roundtable students only
   - Elementary: Classroom teachers fill out for your homeroom students only
   - PK/ECE: Classroom teachers fill out for your AM and PM classes

2. Communicate “office hours”
   Teachers establish their “office hours” and communicate with students/parents. The expectation is that these office hours are consistent and realistic for a teacher’s time during this unusual time. An hour to 90 minutes is sufficient. (IE: My office hours are M-F from 8:00-9:30 a.m. and I can be reached at wolfd@district87.org)