

The Chicago High School for the Arts

Remote Learning Plan Effective April 13, 2020

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Introduction

During the school closure, ChiArts' goal is to provide scholar artists with remote learning opportunities to help minimize the academic and artistic instructional loss, provide routines and structure, promote engagement, maintain a vital connection to school, and ensure support for social and emotional needs. ChiArts will meet these goals by implementing the plan below.

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The Difference Between Enrichment, Remote, and E-Learning

Enrichment	Remote Learning*	E-Learning
No particular expectations for engagement, enrichment materials offered	No daily attendance, but expectations of student engagement and teacher availability	A defined required schedule and virtual attendance taken
Digital and non-digital assignments	Digital and non-digital assignments	All digital assignments
No hours logged	No logging of hours. Instead minimum thresholds for student activity provided	5 hours per day of students working on a digital platform
Grades can't harm students	Grading protection to minimize penalizing students with limited access to technology and supports.	Regular grading practices

*Remote learning definition may change or be further clarified based on pending ISBE guidance.

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Remote Learning Commitments and Pacing Plan

Now that ChiArts is moving to remote learning for the remainder of the school closure, our top priority is staying connected with our students and our families. We will offer remote learning in digital or non-digital ways. ChiArts will work together to meet the following commitments during remote learning days:

1. Provide daily remote learning materials equitably to all students that reinforce critical grade-level standards and prioritize social and emotional needs.
2. Ensure all educators are virtually available and engaged with their students every school day.
3. Ensure your school community is virtually available to students and families during regular school day hours through the use of “virtual office hours.”
4. Monitor and track student engagement on a weekly basis.
5. Maintain established structures to facilitate staff collaboration, planning, and development regarding the implementation of remote learning plans and to support long-term planning.
6. Support the continued development of all educators to meet the demands of remote learning.

3/25 Begin student engagement tracker

3/30-4/3 Plan for remote learning

Survey families regarding technology and internet access

4/1-4/6 Plan device distribution

4/6 Submit remote learning plan to CPS. Share plan with staff, students, and families

4/6-10 IMPACT prepares devices for distribution

4/10 Submit revisions to remote learning plan to CPS

4/13 Remote learning begins

4/15-20 Distribute devices and hard-copies

4/15-Survey families regarding remote learning model and support needed

4/20-30 Host virtual parent meetings and trainings

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Expectations of Students During Remote Learning

Students are expected to complete as many academic and conservatory assignments as they are able. Student participation in Google Meet is highly recommended to gain a better understanding of their assignments and connect with their classmates and teachers. Students who engage in remote learning will sharpen their skills, develop their craft, and add structure to their day during this uncertain time.

Remote Learning Google Meet/Office Hours Schedule

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:40am	1st block	2nd block	Check-Ins	1st block	2nd block
10:00-10:40am	DL	Advisory	DL	DL	Advisory
11:00-11:40am	3rd block	4th block	Grade Level Meeting	3rd block	4th block
1:00-1:40pm	5th block	6th block	Check-Ins	5th block	6t block
2:00-3:00pm		Admin Meeting	Check-Ins (Parents)	Content Meeting	
2:00-5:00pm	Conservatory	Conservatory	Conservatory	Conservatory	Conservatory

The remote learning schedule allows for the following:

Class Google Meets by Blocks and Conservatory - Teachers will virtually meet with students to check-in, preview/explain assignments, answer questions, lead discussions, and monitor student progress, etc. Teachers will not take attendance, but will track student engagement.

Admin. Leadership meets with teachers weekly on Tuesday to answer questions, give updates, provide guidance, and facilitate professional development as needed.

Grade Level & Content Meetings-The content and grade leads will meet with their team weekly on Wednesday and Thursday to plan remote learning strategies, share resources, and collaborate to increase student engagement.

Wednesday Check-Ins- Teachers will use this time to check-in with students who may need assistance, are less engaged, or may just need a motivation boost. The 2:00 check-in is reserved to reach out to parents/guardians as needed. These check-ins will occur via ChiArts email or Google Voice. Pertinent information will be documented on a tracker.

Diverse Learners (DL)- This is an opportunity for diverse learner teachers to connect with students on their caseload to explain assignments, answer questions, and provide support as needed.

Advisory-ChiArts students will continue to meet with their advisor twice a week: Tuesday and Friday. Advisors will conduct check-ins and structured activities with students during advisory.

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The focus is on maintaining connections with students, supporting them during this time, and building community.

Virtual Communication Guidelines

Teachers

- As of April 2nd, only school counselors, school-based social workers, and school-based psychologists are approved by CPS to have 1:1 interactions with individual students via Google Meet. **Therefore, at present, teachers are prohibited from using Google Meet for 1:1 scheduled interactions with students.**
- Establish clear expectations for each Google Meeting time: i.e. Instruction, structured check-in*, office hours. Provide students and families with the agenda for the Google Meeting in advance via a calendar invite.
- *Check ins must be structured with a few targeted questions, reflection topics, or clear activities.
- Continue to engage with students in all situations with professionalism, respect, and responsiveness.
- Continue to follow established guidelines on workplace and online behavior and interactions.
- Report inappropriate or troubling behavior to administration or the department head.

Students

- Continue to follow all guidelines from the ChiArts [Student and Parent Handbook](#)
- Be polite. Do not become abusive in messages to others.
- Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language
- Students should be dressed appropriately for online live communication with teachers and peers. Students must be fully clothed while talking and engaging online.
- Report any inappropriate or troubling behavior to administration or a counselor.

Tech Suggestions

- Remove other distractions: all phones muted, try to find a quiet space
- Students may have video camera on or off during Google Meetings
- Wear earbuds or headphones to listen. Keep the microphone muted while the teacher or one student is talking. It keeps feedback to a minimum

Diverse Learners (DL)

ChiArts will continue to support our students with diverse learning needs during the school closure. Diverse learners should continue to receive special consideration and support from

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teachers with deep knowledge of their strengths and needs. Teachers and related service providers are also critical collaborators in developing equitable remote learning opportunities for diverse learners. During remote learning, diverse learning teachers will collaborate with general education teachers and modify remote learning materials to provide increased access for diverse learners. Additionally, related service providers will consult with administrators and teachers to provide disciplinary expertise in providing remote learning opportunities for individual students based on their specific needs. Families may contact our case manager, Mr. James, with questions at cjames@chiarts.org

English Learners (EL)

EL students will receive instructional support during remote learning. World Language content lead, Mr. Cashman will check in with EL students via Google Voice calls or email to provide guidance. Mr. Cashman may be contacted at ccashman@chiarts.org

Students in Temporary Living Situations (STLS)

STLS coordinator, Ms. Kyel Brooks, will be reaching out to all families weekly. She will be logging all calls and family comments. If there are extra supports needed, Ms. Brooks will provide suggested resources for families.

Schoolwide Communication

ChiArts will have a staff member available by phone Monday-Friday, 10:00am-4:00pm. Students and families may call our ChiArts Google Voice number, (708)998-2581 to ask any questions they may have for school staff. A tracker will be used to document all notes and information. Families may also contact Mr. Baxter at dbaxter@chiarts.org with questions. ChiArts will continue to send our weekly Friday newsletter to update families.

Academic Assignments and Google Meet

Academic teachers will meet virtually with students twice a week, following an even/odd schedule. They will be available through Google Meet during their class time. Students will be invited to these meetings by their teachers. Teachers will divide the class time per week into skill development or review, answering students' questions, and an activity to show the application of learning.

Given the reduced amount of time that students will spend on academic work and the remote nature of the learning environment, it is recommended that teachers focus on reinforcing the critical grade-level standards that have already been introduced to students. ChiArts teachers can provide opportunities for students to access new content or skills. Teachers will look to

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balance skill, project, assessment, and reading. These four categories of activities will be made available across all content areas and courses and in digital and non-digital formats.

Remote learning can also be an opportunity for students to master previously-covered content. Students will have the opportunity to redo or make up all work provided in Quarter 3 prior to school closures in order to complete or make progress toward previously covered content.

Conservatory Assignments, Google Meet, and Virtual Performances/Exhibits

Conservatory teachers will meet with students at least once per week, following a schedule determined per department. On the class days with no Google Meetings, teachers will post assignments on Google Classroom for students to complete for the class. Teachers will be available through Google Meet and email during their class time. Students will be invited to Google class meetings by their teachers. Teachers will divide class meeting time into skill practice, student questions, and activities to show the application of learning.

Given the reduced amount of time that students will spend on conservatory work and the remote nature of the learning environment, it is recommended that teachers focus on reinforcing concepts that have already been introduced to students. ChiArts teachers can provide opportunities for students to access new content or skills. Teachers will look to balance **skill practice, projects, enrichment, and reading**. These four categories of activities will be made available across all content areas and courses and in digital and non-digital formats.

Remote learning can also be an opportunity for students to master previously-covered content. Students will have the opportunity to redo or make up all work provided in Quarter 3 prior to school closures in order to complete or make progress toward previously-covered content.

When possible, student creative work like performances, exhibitions, or readings will be featured on ChiArts digital platforms. These creative projects will be considered enrichment and participation will not be graded. All previously scheduled conservatory events will be assessed for whether the event will be cancelled, revised, or rescheduled once students are able to return to school.

Grading and Feedback

ChiArts teachers will update student grades on the assigned learning activities at least once per week. Just as they would in the classroom, teachers may utilize rubrics and exemplars to clarify expectations on a specific task and identify areas of success and areas of growth within student work.

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Student assessment is important for helping teachers and students understand how well students are learning and can help inform further support and resources during remote learning. Student learning may need to be assessed again once ChiArts reopens and students transition back into the classroom. Summative assessments can be given, but grades can only be entered into PowerSchool if they improve a student's grade. ChiArts teachers will continue to use formative assessment tools and practices to inform teacher feedback and student-to-teacher interactions.

ChiArts grading practices will be equitable, and student grades will not be harmed as a result of school closures and remote learning. Grades entered in PowerSchool for work completed during the remote learning period can only raise students' final grades, not lower them. The assignments will not have a deadline. We are awaiting ISBE guidance on final grades and grade promotion.

Accessing Learning Material

All academic and artistic learning material will be posted on Google Classroom. Any student who has any problem accessing Google Classroom should contact their advisor for assistance. If a student has no access to a device or internet, a hard copy of assignments will be provided.

Counseling Services

Mr. Bruner, clinical counselor, and Ms. Tobin, academic counselor, will be available for interactions with students for at least four hours per day. They will spend a balance of their time planning, preparing, and supporting student success. Counselors will structure their daily schedules in a way that reflects the needs of our students and the ChiArts community. Mr. Bruner will also offer weekly Mindfulness Group Sessions via Google Meet. Ms. Tobin and Dr. McCowen will host weekly Google Meets for juniors and seniors. The counselors may be contacted at mbruner@chiarts.org and ktobin@chiarts.org. Students may sign up for an individual Google Meet academic counseling session with Ms. Tobin between 10:00-3:00 Monday-Friday at www.calendly.com/ktobin

Addressing Social and Emotional Needs

Maintaining routines is a key strategy in attending to students' social and emotional needs during times of change and uncertainty. It is important to continue to provide students the opportunity to build and practice social and emotional learning (SEL), especially for students who may feel distress, anxiety, and fear. ChiArts teachers and counselors will be available and accessible. Teachers will include SEL lessons and activities during their classroom check ins

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and advisory. ChiArts counselors, Ms. Tobin and Mr. Bruner, are available for students to make appointments with them, regarding academic concerns and clinical counseling respectively. Additionally, the ChiArts Wellness Committee will check-in with students via email or home phone calls every other week beginning the week of April 13.

Student Loaner Technology Process

ChiArts will be distributing technology to approximately 250 students. Additionally, we will be purchasing 40 new Chromebooks. A survey was given to all students to determine their technology needs to be successful with remote learning. It is our goal to distribute devices to all students who are in need. We will prioritize our students with no access to technology, students who do not have any personal devices besides a cell phone, students in temporary living situations (STLS), and senior visual artists. Student devices will be distributed the week of April 13-April 20 by courier. All students who receive devices from ChiArts must complete [this agreement](#).

Parent and Family Training

ChiArts will offer training for parents and family members to learn how to assist their student with Google Classroom/Meet and manage students' remote learning schedule. ChiArts will administer a survey to gather feedback and ideas to support parents and families during remote learning.