

DISTRICT 102 REMOTE LEARNING PLAN

Responsibilities during Extended Remote Learning	
District Responsibilities	<ul style="list-style-type: none"> ● Develop thoughtful, accessible remote learning plans using stakeholder input, when possible. ● Support schools in planning and implementing remote learning plans. ● Help schools identify needed resources in the community (academic, health, social, emotional).
School Responsibilities	<ul style="list-style-type: none"> ● Implement remote learning plans ● Communicate regularly with all stakeholders. ● Support teachers in planning and implementing remote learning plans. ● Help families find needed resources in the community (academic, health, social).
Teacher Responsibilities	<ul style="list-style-type: none"> ● Make remote learning activities available in a timely manner. ● Be available at scheduled times to answer student/caregiver questions. ● Provide timely feedback on student work. ● Communicate regularly with students. ● Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. ● Provide regular feedback to students on progress related to learning activities.
Student Responsibilities	<ul style="list-style-type: none"> ● Review assigned work. ● Complete your assigned work by the due date. ● Ask clarifying questions when you need help or don't understand ● Be respectful to yourself, teachers and peers.
Parent/Caregiver/ Family Responsibilities	<ul style="list-style-type: none"> ● Review work assigned to the student. ● Reserve a space for students to complete remote learning work. ● Encourage students to get enough sleep. ● Set sensible time limits for technology use. ● Talk to students about their work every day. ● Help students establish and follow regular daily routines.

Communicating with Students: ALL STAFF

- Ensure all students have access to information through at least one form of communication (packets available in the Main office on Monday and Wednesday from 9:00-10:30 or through special arrangement) phone, video, email or other digital tools available.
- Maintain regular communication to ensure a minimum direct communication with each student/parent each week in the form of phone/video call, email or other digital tools available.

- To ensure equal access, instructors can provide materials that do not require internet access, make sure that IEP accommodations are met, and reach out to all families to help them support their children as much as possible.
- The health and mental well-being of students should be a priority over learning. Accommodations and modifications can and should be done when appropriate for students and their mental health.

Content Selection/Prioritization

- Identify the priority standards and learning targets that were taught and create content to reinforce that learning to help students improve mastery of all skills previously covered.
- Additional content should be mapped over the span of each week aligned to grade-level priority standards. Educators should continue to plan weekly, focusing on priority standards, through the duration of Remote Learning Plan Days.

Content Delivery Best Practices

- Be present and fully engaged as the instructor. Short, daily or weekly videos, emails, or phone calls can help the instructor connect with, reassure, and provide students with encouragement.
- Work within grade-level and or content-specific teams to support the development of remote learning. Remote teaching, if not done collaboratively, can become burdensome and tedious.
- Focus on engaging and accessible learning materials and techniques. Prioritize mini-lessons and short mini-lectures to keep students engaged. Incorporate mixed media content, such as television clips, newspapers, maps, and political cartoons and interactive web-based, free software tools, etc., to keep students engaged and excited about learning.
- Remain flexible with pacing and student assignments. Students with non-traditional schedules and diverse learning styles can stay engaged, connected, and abreast of learning expectations if all assignments and accompanying resources offer **student choice** and are posted at the beginning of the week and are due by the end of the week or before the start of the next week if possible. Students who do not complete work are marked incomplete. The focus is on learning, not on compliance.

When planning, districts should consider:

- Students may or may not have a consistent caregiver who can work with them every day. Ensure that instructions are written so that the student can understand them independently.
- Using headings, bullet points, appropriate text size, boldness, and color to create a clear workflow for students to follow.
- ***These questions when designing remote learning experiences:***
 - How will a student know where to start?
 - How will a student know what to do next?
 - How will a student know when the work is successfully completed?
 - How will the district know a student completed an activity?

Proficiency-Based or Evidence-Based

- We will continue to use our Proficiency or Evidence-Based model of grading. However, the **core standards** critical for success in the following grade must be prioritized.
- Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control.
- Students' grades from when they left school in March 2020 should not be adversely impacted. The "new normal" for grading/assessment is recoup, review, refine, finish the year.
- **Overall Goal:** The focus should be on ensuring core standards are being met for success in the next grade.

ACCESS TO TECHNOLOGY

- District 102 has repeatedly surveyed parents regarding access to the internet. We will assist families to access free resources where and when available and, as needed provide District owned hotspots or regional WIFI service.
- All students in Grade 4-8 have a 1:1 Chromebook. Students in Grade 3 are provided a device if they do not have access to one at home (as determined through our survey.)
- Students in Special Education in grade PK-2 will be provided a device if it is needed for their related services teletherapy, or to access educational materials and activities.

Teacher Day:

Elementary and Middle School Certified Staff:

On Remote Learning Days the 7-hour workday for teachers may be scheduled as follows unless otherwise directed:

- 8:20 a.m. – 9:00 a.m. - Planning/preparation -contact coaches for any needed support
- 9:00 a.m. - Learning modules posted and period of availability, student engagement, instruction, supervision and support as needed begins
- 9:00 a.m. – 2:00pm p.m. – ISBE Recommended (as defined below in chart A) block of student engagement, instruction, supervision, monitoring and support as needed during this time.
- 2:00 p.m. - 2:30 p.m. - Duty Free
- 2:30 p.m. - 3:00 p.m. Verification/assessment of student work/engagement; planning/prep, contact with coaches as needed. (e-Learning)
- 3:00 p.m. - 3:30 p.m. - Planning/preparation, professional responsibilities - contact coaches for any needed support Counselors, School
- Psychologists and School Nurses will be available to parents and students on a Remote Learning Day and will be issued an assignment from their building administrator in lieu of planning a lesson.
- Instructional Coaches - support planning for teachers,
- Reading and Math Interventionist-support for teachers during planning Elementary and Middle School

- Learning Resource Center Directors - provide tech support for their building families that need support prior to and during the Remote Learning Day.
- Resource Teachers/Case Managers and Related Service Providers is expected to reach-out, individually, to families of students on their case-load to share activities that coincide with related services.
- ELL Teachers and Family Liaisons will serve to support students in connecting families with resources (school meals-breakfast/lunch, technology/internet access, translation services as needed, and conduit for access to community resources as appropriate.
- Teachers/staff may deviate from the above schedule in order to better communicate with families, to meet during times when a mutually agreed about time for meetings, communication will best match family and teacher availability, or as the teacher may need to ensure home-school connections are maintained.

Recommendations/Guidelines for Instructional Time

The following recommendations and guidelines are presented as suggested minimum and maximum times of engagement by each student in remote learning activities. These are guidelines as recommended by ISBE only and are not to be interpreted as absolutes.

CHART A

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class

Further, we encourage teachers to give additional optional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects, choice boards) as long as it is made clear to students and families that the work is optional and will not negatively impact a student's grade. Additional engagement is especially important for primary grades, where it is not developmentally appropriate to expect a student to attend to academic tasks for a long period of time. Instead, students and families should be supported in having access to varied enrichment opportunities. In addition, students and families are encouraged to support academic skills and social-emotional health through activities that extend beyond assigned remote learning work. District 102 has created an extensive collection of family resources for at home learning. Please click [here](#) to access.

Special Education and Related Services

Instruction

Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, districts should focus their planning efforts on how to continue serving these students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. All decisions regarding special education must comply with guidance from the [U.S. Department of Education](#).

The basic guidelines and options/opportunities are based on the following core beliefs:

- IEPs remain in place and should direct students' remote learning. Be mindful that a student's program may require commencing a team meeting.
- Adhere to local procedures and leverage local leadership.
- Emphasize structure and consistency for students with special needs.
- Students with special needs benefit greatly from ongoing motivation and excel when relationships with adults and peers are strong.
- Resources should be viewed broadly and include leveraging local associations, professional organizations, government agencies, and more.
- Affirm that all students can achieve growth in all capacities. Learning opportunities should occur 24/7 and should be tracked, when applicable.

Training, Development, and Supporting Staff

It is essential that training, development, and support continue for staff who serve students with IEPs. Here are ways District 102 provides support to special education staff:

- Create and share inventories of what technology is available to students/families with special needs.
- Identify what technology platforms will best serve the various needs of the special education population.
- Provide PD to support the use of new programs, web products or delivery models.

Content Delivery

Assisting students in accessing the curriculum during remote learning should be a collaborative effort, just as it is in a typical school environment. We are sharing resources and ideas with each other as much as possible.

New Content and Review/Practice

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 is ongoing communication between special and general education teachers (including bilingual/ESL and dual language teachers), case coordinators, teacher assistants, and clinicians to support students in accessibility and in meeting their IEP benchmarks and goals.

Districts and educators also work to ensure the curriculum is accessible and multi-sensory in its nature to support all learning styles.

Any changes to programs or goals should be made in conforming with federal and state required procedural safeguards. Social-emotional learning strategies are integral to students' learning and well-being.

Communication Processes and Structures Needed to Support this Work

Students with special needs require additional effort that ensures messaging and communication are effective. The standard methods of communication will include our district and building web pages, district social media, automatic calls, utilizing community organizations groups/shelters, news media outlets, and internal school data platforms that can allow daily, weekly updates regarding academic progress. We encourage direct communication from staff members familiar with the student and family. The following are some ways for home/school communication:

- Special ed listserv-targeted emails to families of special needs students
- Phone calls, emails or other digital communication on a regular schedule from case managers and/or related service providers
- Use of appropriate staff to overcome need and language barriers
- Communication from all professionals that interact with students, including, but not limited to, social workers, speech-language pathologists, paraprofessionals, school psychologists, and counselors

Roles of Related Service Professionals in Delivering Instructional Services

Related service professionals play a vital role in the daily instruction of students with IEPs. It is essential during remote learning that these professionals are a part of the continued learning of our students. These individuals will work in collaboration with other educators to meet the needs of students with disabilities.

- Assist in contacting families (in accordance with district policies) and helping with work.
- Chunk activities; provide students with work schedules and other more structured ways to approach their learning goals.
- Provide resources for families in need of assistance, such as mental health resources, crisis lines, suicide prevention.
- When possible, conduct teletherapy and conduct check-in calls and provide video opportunities for continued therapy.

Options and Opportunities

During this time, students with special needs and IEPs will be given the opportunity to continue with learning that is consistent for all students. This learning will be based on the individual IEP.

Full District Transition to In-Person Learning

We will teach students where they are when they return to school. This is what we do each year.