

Charleston CUSD #1

Remote Learning Day Plan

This plan was developed in accordance with the ISBE Emergency Rule for Remote Learning Days. It is designed to ensure that (1) all students have opportunities for continued learning that focuses on critical standards, (2) districts work to minimize instructional loss, (3) communication between educators and students is ongoing and aimed at an emphasis on social and emotional support, and (4) students and families are given routines and structures to ensure they stay connected to schools and learning.

When a Gubernatorial Disaster has been proclaimed or when any other exigent circumstance exists, as deemed by the State Superintendent, the State Superintendent may declare a requirement to use Remote Learning Days for a district, multiple districts, a region, or the entire State. During Remote Learning Days, schools must conduct instruction remotely. Once declared, Remote Learning Days will be implemented in any of grades pre-kindergarten through 12 as days of attendance, and shall be deemed pupil attendance days for calculation of the length of a school term under Section 10-19 of the School Code.

1. All students enrolled in the school district have access to remote instruction through the following means:
 - a. In the event that multiple, consecutive Remote Learning Days are declared, educators are to contact students' parents by phone during the first Remote Learning Day. This initial contact is to determine the extent to which students have access to remote learning through electronic means, access to meals, etc. Educators will utilize a district-wide shared electronic worksheet to record information from both initial calls and all calls through the duration of remote learning days. Due to the variability of student rosters at individual schools, principals will assign educators to call students' parents. After the initial phone call, educators are to connect with students and/or parents via phone and/or email at least once per week. The intent of these regular connections is to promote continual, two-way communication between educators and students/parents. Although email will suffice for some communication, a personal call/video conference is the best way to personally connect for this purpose. For upper grade levels in which educators serve multiple class sections, a weekly schedule of manageable calls (e.g., 6-10 prioritized calls per day) should be maintained.
 - b. Students who have access to a home device and an internet connection can access remote instruction through electronic means. General remote learning resources are available on the district's website at <https://www.charleston.k12.il.us/>. Specific electronic remote learning activities will be communicated to students/parents by students' respective educators.
 - c. Students who do not have access to either a home device or an internet connection can access remote instruction through physical means. Specific physical remote learning materials and activities will be provided by student's educators, on a student-by-student basis. In this case, educators will deliver materials to the student's school's main office (labeled by student's name and grade) and then notify the student/parent that materials are ready for pick up at times specified in advance by the school's principal. In the event that Remote Learning Days are declared due to a pandemic, neither the educator nor the student/parent should expect that the materials will be returned to the school. Travel to and from a school building for the purpose of obtaining remote learning materials is considered "essential travel," as defined in the Governor's executive order.
2. Remote Learning Day activities for students are to be designed by the district's licensed teaching staff who are to consider the following:
 - a. respect for the needs of all students and staff;

- b. the diversity of our community to ensure that all students have access to equitable educational opportunities;
- c. meticulous documentation to the best efforts possible with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans;
- d. the structuring of active student engagement with learning in accordance with the age appropriate thresholds (see table below);
- e. the selection of content that is aligned to essential standards, relevant, and appropriate for each student; teachers are encouraged to work together to determine "critical standards" for their grade level/subject area to ensure that any remote learning expectations are tied to only those standards deemed "critical;"
- f. documentation of all attempts to engage students in learning;
- g. consistent communication with students, families, and staff to understand how the proclaimed disaster or other exigent circumstance is impacting them; and
- h. grading practices that take into account
 - i. an emphasis on documentation of learning, not compliance, for schoolwork assigned, reviewed, and completed by a specific "due date";
 - ii. the principle of "no educational harm to any student";
 - iii. the use of an "incomplete" for students with limited or no engagement in remote learning or for students with a potential for a grade reduction
 - iv. mastery of new learning will not be required;
 - v. a focus on the continuation of learning and prioritize the connectedness and care for students and staff – affording flexibility for all students, including the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned;
 - vi. consideration for alternative assessment methods for career and technical education course work (e.g., use of video, electronic submission, etc.);
 - vii. dual credit agreements developed with partner institutions; and
 - viii. federal or state law, contracts, or collective bargaining agreements or established past practice.

The ISBE recommends between 20 and 270 minutes per day of engagement time by each student in remote learning activities. The following recommendations and guidelines are presented in the ISBE remote learning recommendations guidance documents as suggested minimum and maximum times of engagement by each student in remote learning activities:

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PK	20 minutes/day	60	3-5
K	30 minutes/day	90	3-5
1-2	45 minutes/day	90	5-10
3-5	60 minutes/day	120	10-15
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

In grades where students have multiple teachers, it is recommended that teachers coordinate activities, plan cross-curricular assignments and activities, and consider these recommendations when developing pacing guidelines for students. Additional guidance on engagement time and content delivery best practices are provided at <https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf>.

Students in Special Education should be provided with accommodations as defined in the IEP (i.e. extra time, modified assignments, etc.). In addition, special care, accommodations, and general flexibility should be provided for students with special circumstances such as an IEP, 504 plan, English Learners, and homelessness.

Although teachers are encouraged to give additional optional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects), any work assigned or completed will not negatively impact a student's grade.

3. Students can confer with their educators via email or telephone. Educator email addresses and phone numbers can be found on each school's websites. Educators are expected to emphasize interaction with students through any means they determine to be feasible.
4. Beyond the general information provided by the district and the specific information provided by individual educators, parents of students who have unique needs (i.e. eligible for special education, English learners, homelessness, other vulnerable student populations) who need additional information about remote learning for their students should contact their student's case manager, TPI tutor, homeless liaison or principal.
5. Beyond the responsibilities for providing Remote Learning Day activities for students, licensed teaching staff are also expected to engage in professional development activities that support their remote learning efforts as well as their other professional development obligations. This may consist of specific Professional Development events (i.e. tech trainings, trainings related to student trauma and stress), committee meetings and associated work, and mandated staff trainings.
6. District educators will be required to submit a brief description of weekly Remote Learning Day activities to the building principal by the last remote learning day of each week (a [sample template](#) will be made available on the district website). This description should outline specific tasks and activities completed while working from home. The district understands and will consider the uniqueness of each individual educator's circumstances. Teachers who are not assigned a specific group of students (i.e. special area teachers, Title I teachers, school psychologists, etc.) will present a work plan that aligns with their specific role and emphasizes interaction with students and support for remote learning.
7. District employees who are performing essential functions during Remote Learning Days (e.g., preparing and distributing learning materials and meals to students, providing maintenance/custodial services) may be expected to work on-site during Remote Learning Days. If and when employees report to work, they are asked to comply with CDC guidelines for social distancing group gatherings.
8. In the event that multiple, consecutive Remote Learning Days are declared and upon the State Superintendent's declaration that Remote Learning Days are no longer deemed necessary, educators will use the initial on-site learning day(s) for transition activities. Upon returning to school, one day for every three Remote Learning Days used will be devoted by educators for transition activities.

This Remote Learning Day Plan is to be posted on the district's Internet website and provided to students and faculty.

Five Remote Learning Planning Days may be utilized consecutively or in separate increments to develop, review, or amend the district's Remote Learning Day Plan. If needed, use of Remote Learning Planning Days will be mutually agreed upon by the district's executive administrative and labor association leadership teams and communicated to employees and parents through the district's usual means.

On _____, work connected to this Remote Learning Day Plan was mutually agreed upon by:

Marilyn Ferguson
CESPA President

Angel Warman
CEA President

Todd J. Vilardo
Superintendent of Schools

This Remote Learning Day Plan was district-adopted and approved on _____ by

Todd J. Vilardo
Superintendent of Schools

As needed, this Remote Learning Day Plan is to be periodically reviewed and amended by the superintendent. Amendments to this plan were made as follows:

On _____, work connected to this Remote Learning Day Plan was mutually agreed upon by:

[NAME]
CESPA President

[NAME]
CEA President

[NAME]
Superintendent of Schools

This Remote Learning Day Plan was district-adopted and approved on _____ by

[NAME]
Superintendent of Schools