

# **Alden-Hebron School District #19**

## **Remote Learning Plan for COVID-19 Shutdown**

### **Purpose**

Due to the unprecedented shutdown of all Illinois Public Schools due to the COVID-19 Shutdown, districts are now providing learning opportunities at home for our students, which we are referring to as a Remote Learning Plan. Fortunately, the implementation of our 1:1 initiative used in conjunction with the eLearning Plan approved by the McHenry County Regional Office will build the capacity of all stakeholders in our school to successfully implement this program more efficiently in the beginning. We know that this is new to everyone, and our plan is to implement regular checks with our stakeholders to determine if and how we can improve this process. We encourage all members of the community, including our staff, to be lifelong learners. This is a great opportunity for us to be models for our students.

### **Students' Needs**

Most importantly, when it comes to the education of all learners, it is important that educators are mindful that students' essential needs are met prior to asking them to engage in instructional activities. These essential needs include physical safety, nutrition, and emotional care. Educators should ensure that students are physically and emotionally able to engage in the designed learning activities prior to assigning them to students.

### **Timing**

We have been following our eLearning Plan during the initial shutdown of our district that the state has referred to as Act of God days. Our new Remote Learning Plan will be very similar to the eLearning plan, and will be going into effect beginning March 31, 2020.

### **Communication/Availability**

We expect teachers to be available and be in communication with students throughout any Remote Learning Plan Day. Minimal teacher expectations are to monitor their email and/or Google Classroom from 8:00am-10:00am and 1:00pm-3:00pm. Our Remote Learning Plan Days are purposely set up as an asynchronous experience to provide flexibility for both the students and the staff.

All certified staff will be asked to check in at 8 a.m. daily via email to their principal and/or supervisor and check out at 3 p.m. daily via email to their principal and/or supervisor and remote learning plans need to be turned in daily/weekly.

### **Attendance**

Teachers will not be taking attendance online or from the students' completed assignments. While attendance is not being taken, we still emphasize and encourage daily interaction with instructors to maintain a continuity of learning and instruction.

### **Support**

Should teachers or students encounter any technical issues on a Remote Learning Day, the technology staff and the administration will be available as they are also working during the Remote Learning Day. All Birth to 3 and PreK-12 instructional staff have been provided with a district device for Remote

Learning. If you have technical difficulties please contact Scott Lebaron via [slebaron@ah19.org](mailto:slebaron@ah19.org). If staff have questions/concerns with Google Classroom please contact Colleen Geils via [cgeils@ah19.org](mailto:cgeils@ah19.org). If parents/students have questions/concerns regarding Google Classroom please contact your classroom teacher.

### **General Expectations**

One of the best pieces of advice offered from other states is to not overwhelm students with work on these days. Student work will be relevant, meaningful, and manageable for them. Should a circumstance, such as a power outage, not allow a student to complete the assignment, that student will be given adequate time to make up the assignment *without penalty*. If a student does not have access to the internet or required technology to complete the work, a non-electronic method of completing the work will be provided to the student.

### **Instruction**

Remote learning can be real-time or flexibility timed, and it may or may not involve technology. It is fully acceptable for any teacher to utilize a blend of real-time, flexibility timed, technological and non-technological options. Our staff has been asked to prioritize the state learning standards, and focus on the standards that are pertinent to moving forward in the future when we are allowed to utilize face to face instruction, or what will best benefit our students that will be moving on to another building, post-secondary instruction, or a career next year.

### **Research Based Instruction**

In general, student work on a Remote Learning Day will be based upon Research Based Instruction. Some examples of Research Based Instruction appropriate for Remote Learning include but are not limited to:

1. Setting Objectives
2. Reinforcing Effort/Providing Recognition
3. Cues, Questions & Advance Organizers
4. Nonlinguistic Representations (Graphic Organizers)
5. Summarizing & Note Taking
6. Identifying Similarities and Differences
7. Generating & Testing Hypotheses
8. Homework for later grades with minimal parental involvement with a clear purpose
9. Scaffolding Instruction
10. Student practice
11. Individualized Instruction
12. Inquiry-Based Teaching
13. Concept Mapping
14. Reciprocal Teaching
15. Promoting student metacognition
16. Teacher clarity (learning goals, expectations, content delivery, assessment results, etc.)
17. Setting goals
18. Higher-level questioning
19. Learning feedback that is detailed and specific
20. The Directed Reading-Thinking Activity
21. Question-Answer Relationship
22. KWL Chart
23. Comparison Matrix
24. Anticipation Guides
25. Response Notebooks
26. Student Reflection

## Instructional Time Expectations

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
Birth to Three	2 visits/month	2 visits/month	Per PAT guidelines
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	Class: 30 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day	Class: 45 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) 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. Students will have the opportunity to redo, make-up, try again to complete, show progress, or attempt to complete work assigned. Also, we will be encouraging alternate methods of assessment moving forward.

### Suggestions for Additional Activities

Mind	Body	Spirit	Environment	Family
<ul style="list-style-type: none"> <li>• Reading, e.g., independent reading, listening to someone else read, audiobooks</li> <li>• Puzzles, Word Searches</li> <li>• Write a story or in a journal</li> <li>• Count money</li> <li>• Draw a map of your neighborhood</li> <li>• Building with blocks or Legos</li> <li>• Listen to a podcast</li> <li>• Watch a documentary</li> </ul>	<ul style="list-style-type: none"> <li>• Take a walk</li> <li>• Dance</li> <li>• Exercise</li> <li>• Fine/gross motor activities</li> <li>• Stretch or do yoga</li> <li>• Play a sport</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to music or sing</li> <li>• Playing (inside or outside)</li> <li>• Creative arts</li> <li>• Coloring or drawing</li> <li>• Imaginative play</li> <li>• Meditate</li> <li>• Do something you've been avoiding</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up your room</li> <li>• Do age appropriate chores</li> <li>• Gardening</li> <li>• Fix something broken</li> <li>• Take care of pets or plants</li> <li>• Cook or bake</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter to someone</li> <li>• Play board games with a family member</li> <li>• Tell jokes or riddles</li> <li>• Build a fort and tell stories in it</li> <li>• Offer to help someone</li> </ul>

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.

### **Remote Learning Planning Days**

We will be encouraging and facilitating cross-curricular collaboration amongst staff through the use of Remote Learning Planning Days. These days will be announced as far in advance as possible so that staff, students and families can prepare accordingly.

### **Common Platform**

ISBE recommends a common platform for communication and instruction. Therefore, we will be using Google Classroom and Google Hangouts to maintain continuity and consistency through this period for PreK-12. As per PAT/ISBE guidelines birth to three will utilize ZOOM and/or phone. Special Education IEP's will be held using ZOOM and/or phone calls with parents.

Teachers may record and distribute to students remote learning instructional modules. Teachers should not record and distribute videos showing student participation without parent permission. Teachers should remind students not to record remote learning instruction without express teacher permission. Teachers should be reminded not to share personal student information through a remote learning platform.

### **Stakeholder Responsibilities**

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

## **Grading**

During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress, and learning; and communicating this to students, parents, and teachers in the form of grades. **To that end, we further identify a focus of keeping children emotionally and physically safe, fed, and engaged in learning.** The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.

- Meaningful feedback
- Assessment of learning (summative)
- Assessment as learning (self-assessment)
- Assessment for learning (formative)
- Student/teacher partnership (home)
- Criteria for work and expectations (exemplars)
- Confidential
- A dialogue
- Part of the learning process
- Reflective
- Coaching
- Purposeful
- Supportive
- Focused on student growth
- Individual
- Differentiated

(Bailey & Heritage, 2008; Brookhart, Guskey, et al., 2016; Chapman & King, 2005; Costa & Kallick, 2013; Davies, 2011; Earl, 2013; Gomez, 2008; Gottlieb, 2016; Gottlieb, 1995; Guskey & Bailey, 2001; Guskey & Bailey, 2010; Guskey & Brookhart, 2019; Heritage, 2010; Marzano, 2010; Moss & Brookhart, 2009; Muñoz & Guskey 2015; Popham, 2008; Stiggins, 2006)

The grading scale will remain as per student handbook however, any F's will be marked as incomplete and all student work must be turned in June 30, 2020 at the latest. **At the high school level, students may be required to complete/retake classes for high school graduation required courses.**

## **EL/Bilingual Education**

Educators must be thoughtful and explicit about the language of instructional activities in which that students are being asked to engage in. Multilingual Learners should be provided with opportunities to utilize their home language whenever possible. Multilingual Learners should also have daily opportunities to engage in activities in both English and/or the home language within the four language arts domains of reading, writing, speaking, and listening.

When designing activities for multilingual students, educators should be aware of the language proficiency level of the students, both in English and the home language. When designing activities for Multilingual Learners, educators need to consider students' levels of language proficiency that would allow them access to materials and tasks while also providing students with opportunities to practice both their receptive (listening and reading) and expressive (speaking and writing) language skills. Educators

may find it helpful to plan for language and content activities within the four language domains through the key uses of academic language: recount, explain, argue, and discuss. These help multilingual students leverage the use of high levels of language to communicate content learning.

### **Special Education and Related Services**

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.

### **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 should be 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 should 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. Many of our students have clinician services and intense social-emotional needs documented in their IEPs. This pandemic can exacerbate some of those needs. Special educators should collaborate with the students' clinicians to work on activities that support students with stress/anxiety reduction and other SEL activities.

### **Roles of Related Service Professionals and Paraprofessionals in Delivering Instructional Services**

Related service professionals and paraprofessionals 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 should be working 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
- Related services can conduct weekly check-in calls/Google Hangouts and clinicians (such as Physical Therapy/Occupational Therapy) could consider creating videos on exercises, etc. and continue to document attempts made/services provided.
- If parents refuse or ask for reduced minutes document and honor these requests.

### **Options and Opportunities**

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

### **Two-Way Communication**

As you all know, we are in uncharted waters without a compass. We are proceeding in a manner that we believe is in the best interest of our students, our families, and our community. However, we know that there is a good chance that our program will change in the near future as we implement different instructional techniques that our staff might not have ever tried before. As a result, we are going to be communicating frequently with stakeholders.

We are going to encourage a student's ability to communicate HOW or WHY something is not working. This feedback will be used to improve during this time. If you hear your child saying they are frustrated or they don't understand, ask them WHY or HOW, and to try to come up with a couple SOLUTIONS to make it better. Not only will that help our staff adjust more quickly and effectively, you will be assisting in teaching your child effective problem-solving skills.

### **Transition Back to Traditional On-Site Instruction**

This will be an important aspect when we are able to return to face to face instruction. However right now, the district's focus is to provide the best learning opportunity for our students as possible in the immediate future. Therefore that will be the district's focus. Once a transition plan is developed, it will be added to this plan and announced to all stakeholders.