

**Hutsonville CUSD #1**  
**Remote Learning Plan**

**Our buildings are closed, but thanks to our parents, community, teachers, and students' working together**  
**our learning continues**

The Illinois State Board of Education has announced that remote learning will occur for the duration of the suspension of in-person instruction. A remote learning day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space.

**For Technology issues, please using the following mail:** [quenton.brendal@hutsonvilletigers.net](mailto:quenton.brendal@hutsonvilletigers.net)

**If you as a student or your child is experiencing emotional needs, please use the following email:** [help@hutsonvilletigers.net](mailto:help@hutsonvilletigers.net)

**College Dual Credit Courses:** The student will need to follow the directions provided by their professor. So long as the coursework is being completed in these courses, students should receive credit for that work. The college is instructed to work with the high school to transition those students to online, remote, or alternate delivery options. If an incomplete is granted, institutions of higher education and high schools should work together to support all students with the development of an individual plan for the completion of a dual credit course, with a focus on students who are expected to graduate in the spring of 2020.

The table below outlines district, school, teacher, student, and family responsibilities to support and encourage student engagement during remote learning.

<b>Responsibilities</b>	
<b>District Responsibilities</b>	<ul style="list-style-type: none"><li>• Support schools/teachers in planning and implementing remote learning plans.</li><li>• Help schools identify needed resources in the community (academic, health, social, emotional).</li></ul>
<b>School Responsibilities</b>	<ul style="list-style-type: none"><li>• Implement remote learning plans.</li><li>• Communicate regularly with 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>
<b>Teacher Responsibilities</b>	<ul style="list-style-type: none"><li>• Continue to make remote learning activities available in a timely manner.</li><li>• Be available at a minimum of scheduled times to answer</li></ul>

	<p>student/caregiver questions. (9 a.m. – 2:00 p.m.)</p> <ul style="list-style-type: none"> <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>
<b>Student Responsibilities</b>	<ul style="list-style-type: none"> <li>• Contact teacher, technical e-mail above, or call 618-563-4812 if you are in need of internet connection support.</li> <li>• Review assigned work.</li> <li>• Participate in Google Meets or other discussion platforms such as Google Classroom as assigned by teacher.</li> <li>• Complete 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> <li>• Take advantage of this opportunity to redo, show progress, try again or complete assignments before remote learning time period.</li> </ul>
<b>Parent/Caregiver Family Responsibilities</b>	<ul style="list-style-type: none"> <li>• Review work assigned to the student.</li> <li>• Encourage students to get enough sleep.</li> <li>• Talk to students about their work every day.</li> <li>• Set sensible time limits for technology use.</li> <li>• Help students establish and follow regular daily routines.</li> </ul>

Below are the components that the Remote Learning Plan must address along with how the district plans to meet each requirement.

- 1) Accessibility of the remote instruction to all students enrolled in the school or district.** Technology and packets will be utilized to provide students with the resources and the assignments needed for remote learning. For students in grades 3<sup>rd</sup>-12<sup>th</sup> grade, chromebooks have been provided to those students that need a device in order to complete the on-line assignments. In addition to on-line learning activities, packets have been distributed to some K-8<sup>th</sup> grade students to further enhance their learning during remote learning days. (Again if you need assistance with internet access or a device please contact, [quenton.brendal@hudsonvilletigers.net](mailto:quenton.brendal@hudsonvilletigers.net) or call 618-563-4812.
- 2) When applicable, a requirement that the Remote Learning Days activities reflect the State Learning Standards.** The on-line and hard copy activities that are assigned to students during remote learning days have been developed and assigned by the classroom teachers specifically for their class/students and consist of the district approved curriculum. As a result, the activities align with the State Learning standards for each subject and grade.
- 3) Means for students to confer with an educator, as necessary.** During remote instructional days, each teacher will be monitoring logins and Google Classroom to track student activity and will also be available to communicate with students/parents as

needed from 9:00-2:00 each day. Communication used during remote learning days may include e-mails, phone calls, social media posts, Google Hangouts, or other district approved communication tools.

- 4) **The unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14 of the code, students who are English learners, as defined by Section 14C-2 of the Code, students experiencing homelessness under the Education for Homeless Children Act, or vulnerable student populations.** During remote learning days, consistent communication with students with special needs will be provided through e-mail, phone calls, or other district approved communication tools. Staff will document the best efforts being made under the current emergency conditions to ensure ongoing growth and progress and to continue serving these students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. Methods may include regular communication, scaffolding, and breaking up assignments into more manageable parts.
- 5) **Transitions from remote learning to on-sight learning upon the State Superintendent’s declaration that Remote Learning Days are no longer deemed necessary.** By providing remote learning activities and resources as well as monitoring the student’s work during remote learning days, the staff will be able to assess the students’ understanding of concepts. This will lead to a smoother transition to on-sight learning and a better assessment of the concepts that need to be reviewed/retaught.

### **Grading**

Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance. The goal is to prevent regression in current learning skills from occurring and continuation of learning. Students are expected to continue with the learning activities assigned during remote learning and to complete all of the work assigned and reviewed during the remote learning period. Grades during remote learning days will be reported on a pass or incomplete basis. The “new normal” for grading and assessment during remote instructional days will be to recoup, review, refine, finish year. The grades a student had in March 2020 will not be negatively impacted as long as students complete the work during remote instructional days.

### **Dual Credit**

For dual credit courses taught by a high school instructor, the online, alternative, or remote instruction that takes place should meet the standards for college credit. So long as the coursework is being completed in these courses, students should receive credit for that work. For those dual credit courses that are taught by a college instructor, the institution of higher education should work with the high school to transition those students to online, remote, or alternate delivery option. Students unable to complete the dual credit course within the semester timeframe may be given the option to receive an “Incomplete”, with an individual plan to complete that work as soon as is possible, within the context of the credit granting higher education institution’s policies for completion of coursework. If an incomplete is granted, institutions of higher education and high schools should work together to support all students

with the development of an individual plan for the completion of a dual credit course, with a focus on students who are expected to graduate in the spring of 2020.

**Non Remote Learning Days**

**April 10 and April 13 no remote learning days**