

Harrisburg Unit # 3
Remote Learning Plan

Remote Learning Plan: Section	Responsibilities
District Responsibilities	<ul style="list-style-type: none"> ● 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 stakeholders. ● Support teachers in planning and implementing remote learning plans. ● Help families find needed resources in the community (health, academic, social, emotional).
Teacher Responsibilities	<ul style="list-style-type: none"> ● Make remote learning activities available in a timely manner. Focus on learning not compliance. ● Be available at scheduled times to answer student/caregiver questions. ● Communicate regularly with students. ● Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure. ● Email a log of work regularly to your building principal and superintendent.
Student Responsibilities	<ul style="list-style-type: none"> ● Review assigned work. ● Complete assigned work. ● Ask clarifying questions when you need help or don't understand. ● Be respectful to yourself, others and teachers.
Parent/Caregiver Family Responsibilities	<ul style="list-style-type: none"> ● Review work assigned to the student. ● Encourage students to get enough sleep. ● Talk to students about their work every day. ● Set sensible time limits for technology use. ● Help students establish and follow regular daily routines. ● Communicate with your child's teacher should you have questions

Remote Learning Plan Essential Components

The *plan* should be viewed as formalizing and naming our collective efforts to extend learning opportunities through the pandemic. This document is meant to assist teachers with creating remote learning plans. Additionally, teachers are also encouraged to collaborate grade/subject level teams in some form. Administrators are also available to answer questions by phone or email at any time. During the first two weeks of school closure, Harrisburg teachers have done an outstanding job of creating learning opportunities for students and communicating with students. **This plan is an extension of what our staff is already doing.**

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

- 1) Each building will have different levels of remote instruction. Students in grade 6-12 will have an on line or E-PACKET available for families with internet access. The hard packet will also be uploaded to our website and you can make a hard copy of the learning packet if you wish. However, you are only required to do one of those options. Finally, for 6-12 students who cannot access the internet we will provide hard copies of our learning packet in the mail. You will need to request that through your child's building office on the Monday before packets are to be passed out.
- 2) Learning packets will be distributed to K-5 grade students to further enhance their learning during remote learning days. These packets can be copied off of our website or if you do not have access call your child's building office on the Monday before packets are to be passed out to request the packet be mailed. Teachers in grades K-5 should continue working in teams to create learning packets and creative ways to extend learning opportunities for students. Some staff may offer supplemental activities on line just as a way to stay in contact with students. We encourage the participation in these if possible, but they are not part of the required submission packets.
- 3) When applicable, a requirement that the Remote Learning Days activities should 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.
- 4) 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 through e-mail and or district voicemail. Staff will check this through the day and make every attempt to reply to you within a 24 hour time frame. All teachers should keep a daily log as to their individual remote learning efforts and contacts. This log needs to be emailed weekly to building administration. Communication used during remote learning

days may include emails, phone calls, social media posts, or other district approved communication tools.

- 5) 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.
- 6) 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

The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on **learning, not on compliance**. Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame. A focus on keeping children emotionally and physically safe, fed, and engaged in learning will be our first priority during this unprecedented time. In the long term, we should develop alternate methods of assessment for career and technical education course work, where appropriate, including use of video, electronic submission, etc. 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 a result of work completed during remote instructional days.

Dual Credit

The guidance below advises secondary and postsecondary institutions in Illinois on supporting and accommodating students who are enrolled in dual credit courses during the COVID-19 public health emergency.

Work can be assigned during these days, but any work completed **must not negatively impact** a student's grades or academic standing. Effective immediately, dual credit instruction should continue, if at all possible, during the suspension of in-person instruction, or resume as soon as possible, to ensure students are able to meet the objectives of the dual credit course. However, that instruction **must not negatively impact** a student's academic standing.

For those dual credit courses that are taught by a high school instructor: The online, alternative, or remote instruction that takes place must still meet the standards for college credit. So long as coursework is being completed in these courses, students should receive credit for that work.

For those students who may not be able to complete a course within the current semester framework: 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.

Planning Days

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. Unit # 3 will announce the use of these days as needed, however, will try and maintain the majority of these days to be reserved for the creation and transition plan back to "in person" instruction, when/if that happens.

- ★ ***It should be noted that this plan was developed in collaboration with the HEA and building administration. Due to the time sensitive nature of this plan, ISBE does not require approval from the BOE.***