Riley CCSD 18 Remote Learning Plan/Blended Learning Plan

1. Attendance-
2. Elementary/Jr. High Students- Parents**/**Students will complete attendance daily by logging in to Teacherease by 8:45 with student credentials. Phone calls will be made daily to parents of students that don’t sign in.
3. Staff will be in attendance in the school building on a daily basis during remote learning days or blended learning days.
4. Teacher will be available from 7:50-3:22 on each Remote Learning day or Blended Remote Learning day, via email and selected technology based platform (Google Classroom, Teacherease, etc.) whether home- or school site-based. Teachers will teach from school unless not allowed by State or IDPH guidelines. If the school is also holding in-person instruction, remote office hours for teachers will start after student dismissal at 2:30.
5. Electronic options for instruction resources or delivering instruction:

Google Classroom Go Math Stemscopes

Google Docs/Sheets Social Studies Texts (Jr. High)

Happy Numbers RAZ Kids Kahn Academy

Pebble Go Prodigy Map Skills

Wonders Class Dojo Remind

eSpark Zoom Google Meets

Screencastify

Any other relevant resources

Teachers are expected to ensure students have credentials to access the selected resources for their classes

1. Best efforts will be made to follow a sequence of instruction in a subject area and grade level. However, flexibility exits in these special days. Activities should be aligned to current course content and provide meaningful experiences for students. Assignments completed and scored may be resubmitted to improve scores. Synchronous instruction will be provided as possible.
2. Grade Level Specifics:

Teacher will e-mail students/parents any access codes needed for online access to curriculum, links, and activities.

A variety of materials may be used when developing assignments, both electronic and non-electronic.

These times are recommendations and may be adjusted to meet the needs of students and to provide appropriate instructional time.

Teachers are encouraged to give additional optional work, engagement opportunities, and enrichment opportunities as long as it is made clear to families that this work is optional and will not impact a student’s grades. 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.

Students will have an opportunity to redo, make up, try again to complete, and resubmit work assigned.

Grading:

Students in Kindergarten through Third Grade will continue to be assessed on a standards based system. The focus will be on growth and learning.

Students in Fourth through Eighth Grade will be graded on the Riley grading scale (U-A). The focus will be on the continuation of learning. Expectations will be determined for each assignment individually. New content will be introduced with teacher support and scaffolding. Students with a final “Incomplete” grade will be given the opportunity to make up work once the remote learning period has ended. A schedule of work completion will be determined by the district for student completion.

1. Special education and 504 students will be provided the same accommodations and modification outlined in their IEP/504 plan. Special education teachers will work with regular education staff to determine the appropriate accommodations/modifications for any electronic or home-based learning materials

-Special Education teachers will contact families to determine the appropriate methods to provide help during work times. Options for extra assistance may include email, phone, Google Hangouts/Meets, Zoom or other appropriate methods.

7. Related service staff-

-Connect with caseload students per service minutes required

-Communicate with families as determined per the E-Learning Plan

8. Staff with special assignments:

Provide proof of planning, professional development, or other duties. Provide support to other staff members and students as assigned.

9. Essential district staff-

Essential staff will still remain working unless it is deemed that we should not be in attendance with guidance from the health department and/or it is deemed unnecessary.

10. Paraprofessionals, Kitchen staff, drivers, custodians:

Staff will be offered the opportunity to make up days by attending in-service, early dismissal days. Paraprofessionals will be assigned students to assist during remote learning. Some staff members are considered essential and would continue to work as needed for cleaning, snow-removal, student support, lunch preparation, etc. as deemed necessary

11. Remote Learning Planning Days:

We will be encouraging and facilitating collaboration amongst our 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. Professional Development may be provided for staff on E-Learning topics as well.

12. Transition back to On-Site Instruction:

When it is deemed appropriate that students may return to school for instruction, a Remote Learning Planning Day may be used to provide an opportunity for students to bring materials back to school. Teachers will also be in-serviced on the learning expectations and procedures moving forward as we transition back to school-based instruction. The focus of our return will be to acclimate students back into the regular school setting and ensure for their social, emotional, and learning needs.

13. General guidelines and expectations:

Teachers must document verification of student work and engagement

Families have been surveyed to determine availability of internet access, hardware, or other forms of electronic communication that must be utilized in the proposed program.

Students deficient in access will be provided hardware that will allow them access if available or will be provided alternative access to materials needed to engage in learning activities. We will work with individual families to accommodate as needed.

Work shall be posted by 8:30 A.M each day. Work shall be returned by 9:00 A.M. the following day or as assigned by the teacher for longer assignments or project based assignments.

Teachers have laptops that can be taken home to provide necessary instruction for students. If an issue occurs, they may be given a Chromebook to assist if available.

**Blended Learning Days**

If a blended learning approach is deemed to be necessary based on student/staff attendance or is deemed to be necessary based on best educational plan approval for the District, an A/B day or similar concept model may be implemented.

Each set of students A and B will attend in-person at least two days a week alternately (ie: A=Monday, Tuesday B=Wednesday, Thursday). Based on the rotation, students will attend three days a week in alternate weeks. Remote learning will occur when students are not in attendance in person at school

This will allow all students to have personal contact with teachers twice a week minimally. All other aspects of remote learning will remain the same except attendance. Student attendance will be taken at school on days where students receive in-person instruction. On alternate days, students will sign in through Teacherease.

Communication with parents is on-going and will continue as all situations arise. During implementation of the plan, changes to plans will be communicated as well as any adjustments needed due to technical difficulties or other factors that may affect the successful implementation of the plan.

\*Plan approval by Riley CCSD 18 Board of Education on 7/15/2020.

\*\*The Riley Education Association has agreed to the Remote Learning Plan as proposed in event of Remote Learning or Blended Learning days. Approval was received on \_\_\_\_\_\_\_\_\_ .