



**Remote Learning Plan
Paw Paw #271
2019-2020 School Year**

Introduction

This document provides information and clarification regarding Remote Learning Days and Remote Learning Planning Days during school closures related to COVID-19. The work and recommendations set forth by the Illinois State Board of Education advisory team are aligned to the plans contained in this document. As educators work to implement these recommendations, educators, students, families and communities are called upon to assume flexibility, resilience, critical and creative thinking, thoughtful responsiveness, and empathy to ensure that students continue to grow personally, academically, and linguistically.

Purpose

Due to the unprecedented closure of all Illinois Public Schools due to the COVID-19, districts are now providing learning opportunities at home for students, which are now referred to as Remote Learning Days. We know that this process is new to everyone; however our teachers and support staff have willingly taken on the challenge to continue to educate our students in the best possible manner. Our plan is to implement regular check-ins with our students, parents, and stakeholders to determine if and how we can continue to improve this process. We encourage all members of the community, including our staff, to be lifelong learners and partners with our school district. This is a great opportunity for us to be models for our students.

Remote Learning Days

During Remote Learning Days, schools must conduct instruction remotely. These days will be implemented in grades K through 8, and days of attendance are deemed pupil attendance days for calculation of the length of a school term.

Remote Learning Planning Days

Remote Learning Planning Days are considered days where teachers plan for upcoming Remote Learning Days for students. Up to five days may be set aside for planning. Cross-curricular collaboration among staff is encouraged during Remote Learning Planning Days. These days will be announced as far in advance as possible so that staff, students and families can prepare accordingly.

Summer School

The school district will evaluate summer school plans when the rules become more clear. The school district is actively working with state partners and the Illinois State Board of Education, as well as with students and families with Individualized Education Plans to assess needs and amend plans in order to comply with state and national rules, laws, and executive orders.

Student and Parent/Caregiver/Family Responsibilities

Student Responsibilities:

- Review assigned work
- Complete assigned work by the due date
- Support continuity of learning by working on assignments regularly
- Contact your teacher when you have questions
- Turn in assignments when completed

Parent/Caregiver/Family Responsibilities:

- Review work assigned to the student
- Reserve a space for students to complete remote learning work
- Encourage students to get enough sleep
- Set sensible time limits for technology use
- Talk with students about their work every day
- Help students establish and follow regular daily routines
- Communicate regularly with teachers and administrators

Timing

We have been following our Alternative Learning 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 these days and will go into effect beginning March 31, 2020, and will last through the end of the school closures, per the Governor's Office. The Illinois State Board of Education has provided the use of up to five Remote Learning Planning Days between now and the end of the school year.

Communication/Availability

Teachers will be available for communication with students throughout Remote Learning Days. Minimal teacher expectations are to monitor their email and other communication from 9 a.m. - 2 p.m.

Remote Learning Planning Days are purposely set up as an asynchronous experience to provide flexibility for both the students and the staff. During these days, teachers will be available between 12 noon and 1 p.m. for communication with students and parents.

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 continuity of learning and instruction. As a result, students who are conducting their Remote Learning online should make every effort to check in with their teachers by 1:00 p.m. on Remote Learning Days unless other arrangements have been made with the teacher.

Instruction

Remote learning can be real-time or flexible, and it may or may not involve technology. It is fully acceptable for any teacher to utilize a blend of technological and non-technological options. Our staff has been asked to prioritize the Illinois 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 to choose what will best benefit our students who 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 encompass research-based instructional practices.

Instructional Time Recommendations

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
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 Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class

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

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.

Grading

Student work during the suspension of in-person instruction will not negatively impact a student's grades or otherwise impact a student's academic standing. Grading is defined based upon the principle of "no educational harm to any child" per the ISBE Remote Learning Recommendations. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance. The following may be used to assess student work:

- 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)
- A dialogue
- Part of the learning process
- Reflective
- Coaching
- Purposeful
- Supportive
- Focused on student growth
- Individual
- Differentiated, other

Student work may be graded by teachers throughout the Remote Learning Days; however, final report cards will reflect either Pass or Incomplete per ISBE Remote Learning Recommendations.

Technology Support

Technology staff and administration will be available during the Remote Learning Days should assistance be needed.

Student Services/Special Needs Students

The principles of the plan are:

All students and families should have access to quality educational materials and the support needed to successfully access those materials and make progress on their IEP goals and objectives.

Students will be provided with instructional material in digital and/or non-digital platforms based on individual need.

Students will have access to their IEP goals and objectives.

It is imperative that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, etc.).

Support the whole child - their mental health, nutritional needs, and safety needs.

Provide individualized remote learning instruction that is designed to continue providing Free and Appropriate Public Education (FAPE) to all students in the Paw Paw School District.

Paw Paw School District aims to offer remote learning that will provide legitimate learning experiences and opportunities that allow for the maintenance of existing skills and advance learning for each individual child.

Learning experiences will be provided in digital and/or paper copy depending on student and family needs. Students served by Paw Paw School District will have individualized learning plans that align with their IEP goals and objectives.

Remote learning experiences, including related services, will be accessible through communication via mail, e-mail, online-platforms, phone, or paper copies as deemed appropriate by individual student needs. In addition to providing core academic support, we will utilize remote learning to include teaching strategies that support sensory needs, student independence, self-advocacy, daily living skills, and physical movement based on individual student needs.

Teachers and related service providers will be available to students as appropriate and will respond to messages from students and families in a timely manner using means that are applicable to each family.

Your child's teacher and related service provider will in conjunction with families, determine the assessment of materials and the manner in which they may need to be returned.

Two-Way Communication

The change to Remote Learning Days has created an increased need to assure that communication is strong and effective with our families. We encourage our staff and teachers to instruct our students in communication strategies. Your feedback is important to us. A student's ability to communicate how or why something is not working is a way we can use feedback to improve. If you hear your child saying they are frustrated or they don't understand, ask them why or how and work with them to problem solve; let us know what you're doing so that we can continue to be partners in your child's education. Not only will that help our staff adjust more quickly and effectively, you will be assisting in teaching your child effective problem solving skills.

We will be providing you with regular updates on changes that occur during the Remote Learning Days. Please correspond with your child's teacher, and fill out any surveys so that we can receive feedback and input from you.

Transition Back to Traditional On-Site Instruction

This will be an important aspect when we are able to return to face-to-face instruction. At this time, however, the district's focus is to provide the best remote learning opportunity for our students in the immediate future. Once a transition plan is developed, it will be added to this plan and announced to all stakeholders.

Date: April 15, 2020