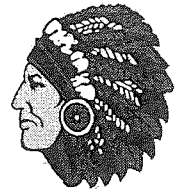


NOKOMIS COMMUNITY UNIT SCHOOL DISTRICT #22

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#NOKOPROUD



NOKOMIS – REMOTE LEARNING PLAN

The purpose of the Nokomis Remote Learning Plan is to provide educators, students, and families information for remote learning focusing on two key areas: instruction and grading. The Remote Learning Committee recognizes that each building and each grade level are different and serves students with different needs.

Our primary goal is to support our educators in minimizing, to the extent possible, any negative impact these unprecedented circumstances have on our students, staff, and communities. For the purpose of this plan, a remote learning day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learners and instructor from being in the same physical space.

These are unprecedented circumstances that none of us have experienced. We as educators and families must partner together in remote learning to best meet the needs of our students. As we learn and grow together from this experience we will update this document when it is necessary and in the best interest of our students and staff. We ask for your flexibility, adaptability, patience, and understanding as this plan evolves.

As the Governor has suspended in-class instruction through the rest of the 2019-2020 school year, we are working diligently with staff and students to ensure we provide the best education possible. As professional educators, we understand that a variety of situations occur in a student's life that is beyond their control; thus we are adapting our previous plan in an attempt to accommodate to the best of our ability those students that need additional support.

Lastly, we acknowledge that many students have stressors in their lives, also importantly, students may feel a sense of anxiety that comes with being out of their normal routine. Therefore, it is of the utmost importance that if students or families feel anxious or lost, they contact one of our Guidance Counselors to seek support for social/emotional needs. At North Elementary School, students should contact Mrs. Harrison at darciharrison@nokomis.k12.il.us and at the JH/HS, students should contact Mrs. DeWerff at lisadewerff@nokomis.k12.il.us. In addition, students and families may contact a district administrator with concerns or questions.

GUIDING PRINCIPLES:

- ❖ Simplicity will be used for our instructional framework. Although new material and concepts should be presented, teachers are encouraged to introduce new concepts in pieces (chunking).
- ❖ We call upon everyone to assume flexibility and grace for all.
- ❖ Model resilience, critical and creative thinking, thoughtful responsiveness, and empathy to ensure that students continue to grow personally, academically, and linguistically.
- ❖ General health, safety, and well-being of all students and staff.
- ❖ Social and Emotional Learning
- ❖ Continuity of education

SOCIAL/EMOTIONAL SUPPORT

Teachers and Counselors are encouraged to provide social/emotional support to students by any of the follow means:

- Suggesting time guidelines/schedule for student engagement in learning activities while remaining sensitive to the fact that typical learning has been disrupted for all.
- Monitoring and supporting student participation.
- Prompting discussions, collaboration, feedback, and assessment.
- Considering ways to focus on relationships and connections with students via various means, including phone conversations, various e-resources, and other social media platforms.
- Maintaining regular contact at consistent times using consistent methods allows family members to become comfortable with that form of communication (e.g., phone calls and/or online conversations).
- Communicating expectations for students and asking families how they feel they can best support their student's success.
- Creating daily schedules and routines
- Developing family partnerships and support mechanisms
- Connecting families with educational and social-emotional supports from school and within the community.

ESSENTIAL INSTRUCTIONAL PRINCIPLES

- ❖ District faculty and grade-level teams will work together to determine what critical standards will be prioritized for the duration of remote learning.
- ❖ Plan and implement remote learning that respects the needs of all students and staff.
- ❖ Structuring active student engagement with learning in accordance with age-appropriate thresholds.
- ❖ Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.
- ❖ Will work to minimize instructional loss.
- ❖ Will provide students access to meaningful, high-quality, educational material that aligns to state standards.
- ❖ Will practice consistent communication with students, families, and staff to understand content.
- ❖ Assignments or tasks will be modified and/or differentiated to best meet the needs of students who have an IEP or 504 Plan. Accommodations should be implemented in collaboration between the regular education and special education teachers.
- ❖ Teachers are encouraged to create instructional videos and/or project-based learning opportunities for students.
- ❖ Teachers are encouraged to use Google Hangouts for students meetings and instructional purposes.
- ❖ Teachers are required to make contact with students at least once per week.

ESSENTIAL GRADING PRINCIPLES

- ❖ Our priority for schoolwork assigned, reviewed, and completed during remote learning is on learning.
- ❖ All students will have the opportunity to redo, make-up, or try again to complete work assigned prior to the remote learning period concluding.
- ❖ Alternative assessments will be developed for career and technical education coursework.
- ❖ All FINAL EXAMS for the second semester are cancelled. However, that does not include dual credit classes via LLCC. All dual credit policies by LLCC may supersede the above listed principles.
- ❖ All assignments, tasks, or projects will be assessed. It is recommended that grades may be worth up to 10 points each, but may be worth more if the teacher deems them essential learning standard assessments.
- ❖ Assessments should be meaningful and standards-based.
- ❖ Assessments should reflect learning and growth, which could include any of the following opportunities:
 - Meaningful feedback
 - Summative assessment of learning
 - Self-assessment of learning
 - Formative assessment of learning
 - Student/Teacher collaboration
 - Criteria for work and expectations
 - Meaningful dialogue
 - Reflective

- Coaching
- Differentiated
- The use of rubrics
- Portfolio-based assessments
- Photo/Visual Artifacts

❖ The following information is provided for specific grade levels:

Pre-K – 2 nd Grade	3 rd – 5 th Grade	Junior High	High School
<p>Students will be assessed using the Standards – Based system currently in place at North Elementary. Students who have not shown satisfactory work on mastering learning standards may be referred to intervention services the following school year to address the lack of progress.</p>	<p>Students will receive the following based on mastery of critical standards: S: Satisfactory progress towards critical learning standards. Letter grades may be given if their 4th quarter grade is at or higher than their 3rd quarter grade. I (Incomplete): Students have not shown satisfactory work on mastering standards. Students may be referred for intervention services the following school year to address a lack of progress.</p>	<p>Students will be assessed based on their mastery of content level standards. Students are expected to engage, complete, and submit at least 70% of 4th quarter class requirements prior to May 22, 2020. Students who do not meet this requirement will be given an “INCOMPLETE” for 4th quarter and be required to complete intervention services the following year or attend Summer School. All incompletes will be reviewed by the teacher and building administrator before submission of final grades. If the 4th quarter grade is higher than the 3rd quarter, the two grades will be averaged (50% each) together for a final semester grade. If the 4th quarter grade is lower, but completes at least 70% of their assigned work, the 3rd quarter grade will default.</p>	<p>Students will be assessed based on their mastery of content level standards. Students are expected to engage, complete, and submit at least 70% of 4th quarter class requirements prior to May 22, 2020. Students who do not meet this requirement will be given an “INCOMPLETE” for 4th quarter and be required to complete Summer School. All incompletes will be reviewed by the teacher and building administrator before submission of final grades. If the 4th quarter grade is higher than the 3rd quarter, the two grades will be averaged (50% each) together for a final semester grade. If the 4th quarter grade is lower, but completes at least 70% of their assigned work, the 3rd quarter grade will default. An incomplete will result in “credit” not given for that class until all work is completed.</p>

			Situations involving SENIORS will be dealt with on a case-by-case basis through consultation with the school principal, counselor, and student/parent. An Incomplete will not allow a student to walk at graduation, but a diploma will be awarded once work is satisfactorily completed.
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NOTE: Student grades in Skyward may or may not be reflective of what the final semester grade will be during remote learning.

THE REMOTE LEARNING INSTRUCTIONAL DAY

Pre-K – 5 th Grade	Junior High	High School
Monday – Thursday: 15-20 minutes of instruction per subject per day. Friday: 30 minutes of instruction per day to include STEAM activities, building activities, or fun learning games. The rest of the day and weekend can be used by students to “Catch-Up” on unfinished or incomplete work.	Monday – Friday: 30 minutes of instruction per subject/class per day. Teachers, at their discretion, can provide students with a “study-hall” day. In addition, teachers may provide students with a social/emotional activities or Character Education activity for the day.	Monday – Friday: 30 minutes of instruction per subject/class per day. Teachers, at their discretion, can provide students with a “study-hall” day. In addition, teachers may provide students with social/emotional activities, character education, or advocacy activities for the day.

REMOTE LEARNING TEACHER AVAILABILITY

- ❖ Teachers and Teacher Aides are available Monday – Friday from 8:30 a.m. – 2:30 p.m. via email.
- ❖ Student Support (Counselors) are available Monday – Friday from 8:30 a.m. – 2:30 p.m. via email.
- ❖ Administration is available Monday – Friday from 8:00 a.m. – 4:00 p.m. via email.
- ❖ Faculty and staff will return emails as quickly as possible, but not longer than 24 hours.

RESPONSIBILITIES

❖ Teacher Responsibilities

- Make remote learning activities in a timely manner.
- Be available at scheduled times to answer student/family questions.
- Provide timely feedback on student work.
- Communicate regularly with students.
- Provide a range of meaningful learning opportunities that meet the needs of all learners.
- Hold students accountable for learning standards and expectations.

❖ Student Responsibilities

- Take responsibility for assignments, tasks, and projects.
- Read daily.
- Complete your assigned work.
- Ask clarifying questions when you need help or do not understand a concept.
- Be respectful to yourself, your teachers, and your peers.
- All students are expected to be engaged in the learning process.

❖ Parent/Family Responsibilities

- Pick up and return learning packets on disbursement and collection days.
- Review work assigned to the student.
- Reserve a space for students to complete remote learning work.
- Encourage students to get enough sleep.
- Talk to students about their work each day.
- Help students establish and follow regular daily routines.
- Encourage time for movement, self-care, and discussion emotions.
- Encourage students to reach out to teachers and counselors for assistance.

CONTENT DELIVERY AND STUDENT ENGAGEMENT

1. Be present and fully engaged as the teacher. Short, daily, or weekly videos or phone calls can help the teacher connect with, reassure, and provide students with encouragement.
2. Teachers are encouraged to develop remote learning lessons collaboratively and utilize the expertise of our collective whole.
3. Focus on engaging and accessible learning materials and techniques. Prioritize mini-lessons and short mini-lectures to keep students engaged. Incorporate mixed media content, such as television clips, newspapers, free software tools, NewsELA, maps, cartoons, interactive web-based software, etc, to keep students engaged and excited about learning.
4. Remain flexible with pacing and student assignments. Students with non-traditional schedules and diverse learning styles will be able to stay engaged, connected, and aware of learning expectations. Students must be provided multiple attempts to complete assignments during the remote learning process.
5. Instructions for projects and activities should be provided in clear language, free of jargon to support parents as they support their children at home.

SCHOOL CALENDAR FOR REMAINDER OF REMAINED OF 2019-2020 SCHOOL YEAR

April 27 – May 22	Remote Learning Days
May 1	Remote Learning Planning Day (No student work; teacher work day) Breakfast/Lunches will be provided.
May 15	Remote Learning Planning Day (No student work; teacher work day) Breakfast/Lunches will be provided.
May 22	Last day to turn in all school work for all students. Last day of pick-up of instructional materials.
May 26-28	Remote Learning Planning Days (No student work; teachers work days) Breakfast/Lunches will be provided.