

Alden-Hebron School District #19 Remote Learning Guidelines for Fall 2020-2021

The following guidelines are a result of collaboration between teachers, principals, and district administrators during the spring of 2020 and may be updated with any additional guidance or as new circumstances arise. Aspects of discussion and joint effort were produced as a result of feedback from students, families, teachers, and administrators, in the form of surveys, grade level and content area considerations, review of remote learning research and practices, and guidance from the state Board of Education. The Task Force placed the strongest emphasis on the needs and experience of the student as a learner in the remote learning environment. We uphold the statement from ISBE that, “Underpinning these recommendations is the need for resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that students continue to grow personally, academically, and linguistically.” **The focus of Long-Term Remote Learning is on continuation of student learning and to minimize any negative impact these unprecedented circumstances have on students academically and personally.**

Alden-Hebron School District 19 Teaching & Learning Priorities:

- **Connections:** Establish and maintain strong teacher to student (family) and student to student relationships.
- **Engagement:** Create ongoing opportunities for engagement and excitement in learning.
- **Agency:** Encourage lifelong skill through productive ownership of learning and multiple layers of support.
- **Authenticity:** Prioritize curricular standards for consolidation and depth.
- **Equity:** Ensure all students have the access and support they need to reach their educational goals.

Launching the School Year through Remote Learning

The first 1-2 weeks of instruction should focus on building a classroom community, empowering successful online learners, and identifying student needs.

- Teachers engage with students to understand learner preferences, past learning experiences, and family life. This will inform instructional choices, forums of feedback and options for supporting the student(s).
- Teachers create opportunities for students to learn about other students in the classroom and grow friendships. We know the importance of social connection in the educational and SEL settings and need to create situations within the online environment to provide students with alternative ways to build friendships and understanding of classmates.
- Teachers assess students to mine for learning gaps using district common assessments and tools they developed with their district content teams in the spring.

Attendance

Elementary (Pre-Kindergarten – Fifth Grade)

In accordance with ISBE reporting requirements, attendance will be taken according to the classroom teacher’s schedule (twice daily) using Google Classroom and Google Meets. Issues with attendance should follow the typical protocol we use during in-person learning.

Middle School

In accordance with ISBE reporting requirements, attendance will be taken every period including study hall using Google Classroom and Google Meets. Issues with attendance should follow the typical protocol we use during in-person learning.

High School

In accordance with ISBE reporting requirements, attendance will be taken every period including study hall using Google Classroom and Google Meets. Issues with attendance should follow the typical protocol we use during in-person learning.

Instructional Model Options for Phase 4

Any family registering with District 19 must choose an instructional model for the entire fall semester (August-December). We would like to know your family's decision on which instructional model you would prefer by no later than July 27, 2020. The district will begin calling families on July 20th to inquire about their decisions. All students must be registered with the district regardless of the model chosen.

Hybrid/Blended Learning: A combination of in person-instruction on select and consistent days of the week, with required face coverings and social distancing to the greatest extent possible and remote learning on days not in person. Students will be split into an A and B group consistently coming the same two days a week (Tuesday/Thursday & Wednesday/Friday) and then every other Monday. A calendar will be provided. Families with multiple students will be grouped into the same A or B group.

Hybrid/Plus: If you are a family that needs your students age 13 and under and/or IEP/504 students to have supervision, District 19 will provide a remote learning space within our buildings on your students non in person instructional days from 7:40-2:00pm.

Remote Learning: All instruction through the use of a consistent district-wide learning platform (Google Classroom and Google Meets) facilitated by the teacher/teachers.

Workload

Teachers will plan and deliver a minimum of five clock hours of learning experience per day.

- The duration of the learning experience may vary depending upon the specific activity and the needs of the child.
- These learning experiences can include synchronous, asynchronous, and independent work.

Blended Synchronous and Asynchronous Approach

Teachers will balance synchronous and asynchronous learning experiences based upon the needs of the learners and the learning goals. As in on-campus learning, teachers should be mindful of the brain research on student attention spans when planning their learning experiences. Remote learning will be real-time learning with students logging in at assigned times (see grade level/building schedule).

- At the beginning of each period, teachers will have a synchronous check-in with students to take attendance and clarify learning expectations. Then the teacher can proceed with the lesson in the format that makes the most sense using the Remote Learning Options as guidance.
- For asynchronous learning, students may complete digital formats (i.e. – iReady, Wonders, etc.), offline assignment, reading, Google Classroom activities.

Common Communication Structures

All communication between staff, student and parents will be through phone calls, email and our Google platform during the regular school day. Teacher office hours will be from 2:00-2:45.

Two-Way Communication

We are going to encourage a student's ability to communicate HOW or WHY something is not working. This feedback will be used to improve during this time. If you hear your child saying they are frustrated or they don't understand, ask them WHY or HOW, and to try to come up with a couple SOLUTIONS to make it better. Not only will that help our staff adjust more quickly and effectively, you will be assisting in teaching your child effective problem-solving skills.

Support

Should teachers or students encounter any technical issues on a Remote Learning Day, the technology staff and the administration will be available as they are also working during the Remote Learning Day. All Birth to 3 and PreK-12 instructional staff have been provided with a district device for Remote Learning. If you have technical difficulties please contact Scott LeBaron via slebaron@ah19.org. If parents/students have questions/concerns regarding Google Classroom, please contact your classroom teacher.

Common Platform

ISBE recommends a common platform for communication and instruction. Therefore, we will be using Google Classroom and Google Meets to maintain continuity and consistency through this period for PreK-12. As per PAT/ISBE guidelines birth to three will utilize ZOOM and/or phone. Special Education IEP's will be held using ZOOM and/or phone calls with parents.

Teachers may record and distribute to students remote learning instructional modules. Teachers should not record and distribute videos showing student participation without parent permission. Teachers should remind students not to record remote learning instruction without teacher permission. Teachers should be reminded not to share personal student information through a remote learning platform.

Stakeholder Responsibilities

District Responsibilities	<ul style="list-style-type: none">• Develop thoughtful, accessible remote learning plans using stakeholder input, when possible.• 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 all stakeholders.• Support teachers in planning and implementing remote learning plans.• Help families find needed resources in the community (academic, health, social).
Teacher Responsibilities	<ul style="list-style-type: none">• Make remote learning activities available in a timely manner.• Be available at scheduled times to answer student/caregiver 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 during the period of closure.• Provide regular feedback to students on progress related to learning activities.
Student Responsibilities	<ul style="list-style-type: none">• Log in at required times for Remote Learning days• Review assigned work.• Complete your assigned work by the due date.• Ask clarifying questions when you need help or don't understand.• Be respectful to yourself, teachers and peers.

Parent/Caregiver/ Family Responsibilities	<ul style="list-style-type: none"> • 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 to students about their work every day. • Help students establish and follow regular daily routines.
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Grading

Grading will resume back to pre COVID19 grading. The grading procedures and scale will return to the building/school level as per student handbook regardless of instructional model chosen.

EL/Bilingual Education

EL services will be provided to qualified students in remote learning in a similar fashion as in person learning.

Special Education and Related Services

The basic guidelines and options/opportunities are based on the following:

- IEPs remain in place and should direct students' learning remote or in person.
- Be mindful that a student's program may require commencing a team meeting.
- If students are remote learners teletherapy will be provided
- Refusal of teletherapy services will result in an IEP adjustment/amendment
- IEP goals may be adjusted depending on goals/accessibility during remote learning
- Teams will honor all modifications and accommodations as outlined by current IEP plans
- To ensure this differentiation occurs, there should be communication between special and general education teachers (including bilingual/ESL and dual language teachers), case coordinators, teacher assistants, and clinicians to support students in accessibility and in meeting their IEP benchmarks and goals.
- Any changes to programs or goals should be made in conforming with federal and state required procedural safeguards.
- Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have clinician services and intense social-emotional needs documented in their IEPs. This pandemic can exacerbate some of those needs. Special educators should collaborate with the students' clinicians to work on activities that support students with stress/anxiety reduction and other SEL activities.