

## Dieterich CUSD #30

### Remote Learning Plan

The Illinois State Board of Education has announced that remote learning will occur for during the suspension of in-person instruction. A remote learning day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space.

The table below outlines district, school, teacher, student, and family responsibilities to support and encourage student engagement during remote learning. In addition to the following responsibilities, each school handbook, policies and procedures will apply.

| <b>Responsibilities</b>          |   |
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| <b>District Responsibilities</b> | <ul style="list-style-type: none"><li>• Support schools in planning and implementing remote learning plans.</li><li>• Help schools identify needed resources in the community (academic, health, social, emotional).</li><li>• Provide internet accessibility on the school campus (both inside and outside the buildings).</li><li>• Provide the teaching staff with professional development opportunities related to remote learning.</li><li>• Provide parents and students with resources to assist in remote learning.</li></ul>  |
| <b>School Responsibilities</b>   | <ul style="list-style-type: none"><li>• Implement remote learning plans.</li><li>• Communicate regularly with stakeholders.</li><li>• Support teachers in planning and implementing remote learning plans.</li><li>• Provide professional development opportunities related to remote learning.</li><li>• Help families find needed resources in the community (academic, health, social).</li></ul>  |
| <b>Teacher Responsibilities</b>  | <ul style="list-style-type: none"><li>• Make remote learning activities available in a timely manner.</li><li>• Be available to answer student/caregiver questions.</li><li>• Provide timely feedback on student work.</li><li>• Communicate regularly with students.</li><li>• Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure.</li><li>• Provide regular feedback to students on progress related to learning activities.</li><li>• Administer a universal grading policy for remote and face-to-face learners.</li></ul> |

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| <p style="text-align: center;"><b>Student Responsibilities</b></p>                 | <ul style="list-style-type: none"> <li>• Complete assigned work to the expectations set by instructor.</li> <li>• Complete assigned work by the due date.</li> <li>• Assigned work will be graded.</li> <li>• Ask clarifying questions when you need help or don't understand.</li> <li>• Handbook policies, including homework policies, will be followed.</li> <li>• Put forth best effort.</li> </ul>                  |
| <p style="text-align: center;"><b>Parent/Caregiver Family Responsibilities</b></p> | <ul style="list-style-type: none"> <li>• Review work assigned to the student and check for accurate completion.</li> <li>• Talk to students about their work every day.</li> <li>• Set sensible time limits for technology use.</li> <li>• Help students establish and follow regular daily routines.</li> <li>• Assist student in returning work by due date.</li> <li>• Communicate with teachers regularly.</li> </ul> |

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

- 1) **When applicable, a requirement that the Remote Learning Days activities 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.
- 2) **Means for students to confer with an educator, as necessary.** During remote instructional days, each teacher will be monitoring Google Classroom or other educational software to track student activity and will also be available to communicate with students/parents as needed. Communication used during remote learning days may include e-mails, phone calls, social media posts, or other district approved communication tools.
- 3) **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.

- 4) **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**

Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. All handbook policies on grading will be followed. Please refer to either the elementary or Jr-Sr high handbook for grading policies.

### **Dual Credit**

For dual credit courses taught by a high school instructor, the online, alternative, or remote instruction that takes place should meet the standards for college credit. So long as the coursework is being completed in these courses, students should receive credit for that work. For those dual credit courses that are taught by a college instructor, the institution of higher education should work with the high school to transition those students to online, remote, or alternate delivery option. 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. If an incomplete is granted, institutions of higher education and high schools should work together to support all students with the development of an individual plan for the completion of a dual credit course, with a focus on students who are expected to graduate in the spring of 2021.

### **Community Service**

Due to the extended closure and use of remote learning days, the community service requirements to be completed by seniors will be waived for the class of 2021.

