Hinckley-Big Rock CUSD #429
Royal Remote Learning Plan

The remote learning plan set forth is provided to address two potential scenarios involving remote learning: (1) an emergency day, such as a snow day and (2) an extended period of time that necessitates use of remote learning. This plan is provided to comply with the Illinois State Board of Education’s requirements for a documented and approved remote learning plan. HBR’s creation of the plan does not guarantee that remote learning will be used for emergency days. The law requires 5 clock hours of instruction and appropriate learning opportunities for all students’ needs. Student work will be relevant, meaningful, and manageable for them. Should a circumstance, such as a power outage, not allow a student to complete the assignment, that student will be given adequate time to make up the assignment without penalty. All students will have five (5) days to submit any expected work on a Royal Remote Learning day for full credit in an emergency day situation. Using what has been learned from remote learning in the spring of 2020, other school districts employing remote learning, and our commitment to providing the best alternative to face-to-face instruction, HBR has built a comprehensive plan for remote learning to be deployed under several different scenarios. The five areas of the plan are:

1. Access - This section addresses technology and internet access.

2. Instruction - This section addresses instruction under emergency and extended use of remote learning.

3. Students with Special Needs/Accommodations - This section highlights the importance of accessible learning experiences and the development of individual remote learning plans for students with IEPs. It documents the appropriate special education and related services/supports that are necessary in light of the learning circumstances and limitations of remote special education service delivery.

4. Training & Communication - This section addresses the training of staff and communication about remote learning with parents and students.

5. Program evaluation - This section delineates how we will collect information and evaluate our programming.

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Access

Starting in the 2020-21 school year, all students will be issued a district chromebook that can be used at home and at school. A survey in March, 2020, showed that nearly all families had internet access at home. During remote learning in the Spring, 2020, HBR worked with families without access to ensure access was available and will continue to do so if there is a need for extended remote learning. Our primary electronic tools and systems include Skyward (Student Management System), Google Suite, and Seesaw. Additionally, HBR uses numerous online learning resources on a regular basis. Students will be set up in Seesaw (Early-Childhood through 2nd grade) or Google Classroom (3rd grade through 12th grade). Students can complete work electronically, or by paper. Teachers will make arrangements to provide paper copies, if necessary. Teachers will be available from 8:30-11:00 a.m. and 12:30-3:00 p.m. to support student learning and answer questions electronically or by phone. For student and parent flexibility, other contact times may be arranged for communication. Administration will support and assist teachers as needed to ensure arrangements to provide the opportunity for work to be provided and completed.

Instruction

For short emergency closures, Royal Remote Learning days will be announced as soon as possible but no later than 6AM using our automated calling system, social media, local news outlets, and through our website, https://www.hbr429.org/. K-12 teachers will share lessons and expectations on Google Classroom or Seesaw, and/or email by 8:30 a.m. on the morning of the Royal Remote Learning day, or will send instructional materials home with students the evening prior. A consistent platform will be used for instruction and communication utilizing Seesaw (Early-Childhood through 2nd grade) and Google Classroom (3rd grade through 12th grade).

For building closures that last an extended period of time, remote learning will be deployed. Students will participate in learning assigned from multiple subject areas. Teachers will seek to embed a level of rigor into the student remote learning experience that readies students for continuing coursework and post-high school plans. Chromebooks will be provided to each student for use in both in-person learning at school and remote learning at home. New content will be delivered and time commitment for learning will be consistent with our in-person learning model. Students will participate in synchronous and asynchronous teaching and learning throughout the week. Synchronous learning is an approach where teachers and students are online at the same time, with the teacher providing instruction at a set time. Students will be assigned to classrooms (K-5), class cohorts (6-8th grades), and specific courses (9-12th grades) similarly to the students attending in-person. Synchronous learning times will occur during the scheduled times as determined by the student’s assigned AM/PM course/cohort/classroom schedules. Synchronous learning may include live instruction and learning with students and teachers interacting through video conferencing and other real-time interaction. Asynchronous learning is an approach where teachers and students are not online at the same time. The teacher provides learning instruction, resources, and/or assignments that the student can access and complete at any time. Asynchronous learning may include recorded

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instruction, self-guided, and individual learning time. Additionally, students may have the opportunity for participating in collaborative work with other students in the course/cohort/classroom via Google Meets. For grade levels/content areas where we currently use online instructional resources, those resources will be deployed within our remote learning program. Teachers will provide information to students/parents via a regular communication that will include any necessary links or attachments needed for learning. The student (and/or parent when appropriate per grade level) will have the majority of control over time, pace, and means of learning assuming the student completes the activity within the time block allowable by the assigned teacher. Teachers will monitor and verify each student’s electronic participation throughout the day. Evidence of participation may be demonstrated through completing and submitting a Google Form (reflecting on work), emailing questions or responses, participating in a discussion board, showing evidence of viewing an instructional video, participating in a synchronous teaching and learning session, engaging in an asynchronous teaching and learning session, etc. Parents of students who are unable to participate in the remote learning can call or submit an absence to their respective schools following our district’s regular procedures and policies.

Students with Special Needs/Accommodations

Specialists will work with students and families to ensure appropriate learning opportunities for students with specific learning needs (e.g. students with IEPs or 504 plans). Students with special needs will have individual Remoted Learning Plans as determined and designed by the IEP team. Learning activities will take into account the varying needs of our student population. Special education staff and certified support staff will work to ensure to the greatest extent possible that the remote learning is accessible and manageable for the students they serve. Related services will be provided via teletherapy as appropriate to meet the unique learning needs of the students. Case managers will reach out to families and students on their caseload to provide consultation and support for remote learning. The social worker will be available to communicate with and support parents and students on remote learning days.

Training & Communication

Notice will be sent via social media, website, and parent/student phone, text, or emails of remote learning days. Administration will continue to work with teachers to establish and review the expectations for participation and procedures. A survey was issued in June, 2020, to teachers and staff to determine the need for and provide additional technology materials and support. All EC-12 instructional staff have access to a district device for Royal Remote Learning as needed. Teachers will be available for support from 8:30-11:00 a.m. and 12:30-3:00 p.m., and other times are arranged with students and/or parents. Teachers can retrieve email remotely.

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Should teachers or students encounter any technical issues on a Royal Remote Learning day, the technology staff and the administration will be available as they are also working during the Royal Remote Learning day. Technology related questions can be submitted to chromebooks@hbr429.org.

Teachers will receive ongoing training during the 2020-2021 school year to build and reinforce the skills needed to conduct Blended Learning at a high level. This blended learning training will focus on building relationships with students in this new environment, assessing individual student needs, engaging parents to support blended learning, onboarding students to blended learning, designing a weekly blended learning arc, and establishing norms of engagement for blended environments. Throughout this training, ongoing support will also be provided to both staff and students to help maximize the instruction and learning.

The district is making its best effort to ensure that this information is shared in a manner that is efficient and effective and to create the best circumstances for continued learning for students.

**Program Evaluation**

If sustained remote learning is deployed, the district will solicit feedback from parents, students, and staff regarding the program. Program evaluation may be accomplished through surveys and/or focus groups, with the goal of having relevant, current information that is used to make immediate adjustments to the remote learning program as possible and warranted.