

Joppa Maple Grove UD#38 eLearning/Remote Learning Plan
Updated August, 2020

Remote learning days are meant to replace instructional days and count toward days of attendance. Although we cannot replace face-to-face instruction, it is the expectation that students continue the learning process.

Remote Learning Goals

These recommendations are to provide direction, information, and resources to ensure that:

- All students have opportunities for continued learning that focuses on the Priority Learning Standards
- Joppa/Maple Grove School District #38 will work to minimize instructional loss.
- Students and families are given routines and structures to ensure they stay connected to schools and learning in order to accomplish these goals.

We uphold the following principles in this document:

- All students and families should have access to quality educational materials and to the supports needed to successfully access those materials.
- Given the reality of the digital divide, Joppa-Maple Grove will provide digital and nondigital access to content.
- It is imperative that students access meaningful/high-quality educational materials that align to state standards.
- 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.
- JMG will provide parents/students access to clear information and ample resources.
- JMG will provide teachers with support, encouragement, and compassion to ensure their success and resilience.

Certified Staff Expectations

- Staff should be available during regular school hours during the day.
- Staff should take attendance daily. This can be done by e-mail, phone call, or text.
- The expectation is to replicate as much as possible the nuances of in-person learning. This means that synchronous learning takes place in the classroom during the students prescribed time. Staff should record the lesson for students that are unable to attend class at that time. Examples are doctors visits, being sick, etc. Methods of synchronous online learning include Google Meet, teleconferencing, and live streaming lectures.
- Staff should have interaction with the student/parent daily so that clear expectations are established from the onset of remote learning.
- Staff should strive to maintain consistency for their lessons and make adjustments where necessary.
- The expectation is to replicate as much as possible the nuances of in-person learning.

- Staff are expected to be responsive to phone calls and respond in a timely manner. 24 hours is as late as one should respond.
- Staff should notify administration to any issues regarding students, or parents, that might inhibit the normal educational process. This would include full voicemail mailboxes, in-correct phone numbers, no return calls after messages have been left.

Establish Consistency for Remote Learning

A school community can be connected and thriving even if the physical school building is closed. Remote learning that emphasizes interaction and authentic and differentiated learning opportunities will help students stay connected to teachers and classmates and ease the transition from traditional to remote learning. Developing consistency for remote learning on which students can rely is key as they and their families adapt to unprecedented changes in education and society, in general. Successful, consistent remote learning includes:

- Clearly articulated goals.
- Cross-curricular collaboration to focus instruction.
- Options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility.
- A mix of real-time, flexibly timed, technological, and non-technological options, that avoids penalizing students for their choice.
- A common platform where students can access work and find support and resources (for both online and non-online work).
- A clear plan of communication involving the school, teachers, students, and families.
- Genuine interest and effort in supporting students' social, emotional, and academic growth.

Consider Family/Home Context

It is not only access to technology that must be considered. Since home will be the new classroom, it is critical that remote learning must work in a multitude of family and home contexts. In this time of rapidly changing public health and economic uncertainty, Joppa-Maple Grove School District will ensure that our method of remote learning accounts for:

- Students who are home alone while adults are working
- Students who are caretakers for siblings or ill family members
- Students who work to help support their family
- Students who speak a language other than English and have language needs
- Students whose parents speak a language other than English and cannot assist with homework
- Students who have special education needs (e.g., children with an IEP)
- Students who are coping with the illness or loss of a family member
- Students who are struggling with anxiety or depression
- Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children

Communication

Joppa Maple Grove School District # 38 and its teachers will have a clear, consistent, concise, and accessible communication plan that prioritizes student connection to trusted school personnel. Family

access to information is imperative in a remote learning context. It is the expectation of the district that staff communication with students during remote learning should be conducted daily.

General Guidelines

- Be clear, consistent, and concise
- Encourage/maintain ongoing two-way communication
- Clearly define terms/ideas to avoid miscommunication

Communicating with Students

- Maintain classroom customs and norms as much as possible
- Remind students how to best communicate with the teacher and, when appropriate, peers (a social-emotional learning opportunity)
- Ensure all students have access to information through at least one form of communication (mail, packets dropped off by bus driver or picked up, phone, video, email)
- Teacher response times will be no longer than 24 hours.
- Maintain regular communication and set a minimum threshold for contact. **It is the expectation that contact be made with the student daily.** If there are issues with contact please let administration know.

Communicating with Families

- Avoid educational jargon and define terms to ensure understanding
- Survey families to identify needs and follow through to provide for those needs.
- To the extent possible, communicate with families in the language they are most comfortable
- Provide recommendations on how to support the whole child
- Solicit actionable feedback
- Provide timely information

Communicating with and Among Staff

- Establish norms for communication
- Include all relevant staff members, especially paraprofessionals and related service providers
- Develop and follow a communication plan:
 - Address educational issues
 - Provide professional support

Planning for Possible Illness

First and foremost, follow the guidance, policies, and procedures of your local county health department/local health officer. The most current information always resides at the community level. These are recommendations that should never supersede local bargaining agreements, labor laws, and or local policies and procedures:

- **Staff Illness:** If a staff member becomes ill, districts can consider leveraging substitute teachers, grade level leaders, course team leaders, department chairs, and/or administrators to provide support to students. Clear substitute procedures during remote learning should be determined at the local level in collaboration with relevant bargaining units. Students should not be expected to complete learning tasks if content-specific certified teachers are not able to provide support to students; in addition, teachers who

fall gravely ill should not be negatively impacted. It is the expectation that staff members have at least two weeks of planning and emergency lesson plans/guidance for the substitute.

- **Student Illness:** A student who becomes ill should either be excused from the assignments provided during that time or given ample time to make up the work. Students cannot be negatively impacted during the remote learning period, and districts should provide emotional support for grave illnesses.

When a teacher/staff member is aware that there is a student illness, administration should be notified.

- **Family Illness for Teachers or Students:** If the family member of a student or teacher becomes gravely ill, compassion and support for the student or teacher are the first priority of the district. Districts should provide emotional support services to the extent possible, and students cannot be negatively impacted. Administration should be contacted at the earliest possible time to ensure continuity of instruction occurs.

Ongoing Staff Development

Educators should be provided ongoing support to develop their capacity to meet the remote learning goals for each district. The Joppa/Maple Grove school district will implement ways in which to support staff and should focus on essential skills needed for daily success. The Google Classroom platform will be utilized to assist teachers in the delivery of their instruction. Remote face-to-face platforms such as Google Meet and Zoom will be utilized to assist the teachers in delivery of instruction. This on-going training will occur during remote learning days and professional development days in the district.

Content Delivery Best Practices

- Be present and fully engaged as the instructor. Short, daily or weekly videos or phone calls can help the instructor connect with, reassure, and provide students with encouragement.
- Work within grade-level and or content-specific teams to support the development of remote learning. Remote teaching, if not done collaboratively, can become burdensome and tedious. Teachers should be encouraged to leverage the expertise and insight of novice and veteran teachers to fully support the creation of engaging, effective lessons for all learners.
- Focus on engaging and accessible learning materials and techniques. Prioritize minilessons and short mini-lectures to keep students engaged. Incorporate mixed media content, such as television clips, newspapers, maps, and political cartoons and interactive web-based, free software tools, etc., to keep students engaged and excited about learning.
- Remain flexible with pacing and student assignments. Students with non-traditional schedules and diverse learning styles can stay engaged, connected, and abreast of learning expectations if all assignments and accompanying resources offer student choice and are posted at the beginning of the week and are due by the end of the week or before the start of the next week.

Supporting Student Engagement During Remote Learning

The amount of student engagement districts should aim for is inclusive of digital interaction and assigned work.

When planning, our district and its educators should consider:

- Students may or may not have a consistent caregiver who can work with them every day. Ensure that instructions are written so that the student can understand them independently.

- Using headings, bullet points, appropriate text size, boldness, and color to create a clear workflow for students to follow.
- These questions when designing remote learning experiences:
 - How will a student know where to start?
 - How will a student know what to do next?
 - How will a student know when the work is successfully completed?
 - How will the district know a student completed an activity?

Social-Emotional Learning and Relationships

It is imperative during this time that we continue to attend to students' well-being, safety, social-emotional, and behavioral health needs. Some ideas to ensure that students stay connected and feel included in all learning environments are below:

- Establish a behavioral health model for remote and blended learning settings that includes virtual small group and individualized counseling sessions, if allowable locally;
- Establish daily check-in routines with students to recognize and respond to at-risk student behaviors;
- Encourage ongoing communication among caregivers and teachers;
- Establish predictable routines to help students maintain a sense of psychological safety;
- Provide opportunities for positive feedback/connection between students and teachers;
- Acknowledge students' current situation and context, and help all students feel valued and welcomed regardless of their background or identity;
- Provide students with appropriate strategies to help them process events, such as providing them factual information and explanations, assigning journaling, facilitating healing circles, etc.;
- Place students in small groups to work on projects and encourage students to work together using web-based conferencing and/or phone communication;
- Introduce mindfulness exercises to help quell student anxiety;
- Utilize school and community resources to provide mental health supports;
- Offer resources and support to caregivers;
- Contact each caregiver regularly to check up on students. If there has been no contact from caregivers for a certain amount of time -- for instance, after one week -- schools are encouraged to conduct home visits to ensure student well-being; and
- Provide additional wrap-around services to students with higher risk, such as:
 - Students with a history of anxiety, depression, or suicidal ideation;
 - Students who have learning and attention disorders;
 - Students whose families have lost jobs or income;
 - Students who have loved ones with underlying health conditions that make them particularly at-risk to COVID-19;
 - Students who have caregivers who are health care or essential workers; and
 - Students with food or housing insecurity. The social and emotional health of staff members should also be prioritized during these unprecedented times.

Some ideas to support them are below:

- Set up predictable work routines with clear boundaries that include turning off the computer, scheduling time for meals, etc.;
- Encourage staff to maintain a daily journal of thoughts, feelings, and needs;

- Set up a daily or weekly staff, grade level, department or course team virtual or safe in person check-in to allow staff members to share professional and personal challenges and receive support and encouragement from their colleagues;
- Make individual phone or video conferencing calls to check in on and offer support to staff members with 1) underlying health conditions, 2) loved ones in the healthcare industry, 3) a history of anxiety or depression, 4) working remotely while simultaneously providing care for their own families and young children, and 5) technological challenges;
- Confer with individual staff members when planning for a transition to in-person learning to ensure that their needs and concerns are addressed;
- Use self-care routines throughout the day that might include mindfulness, deep breathing exercises, yoga, and other strategies that support emotional and physical wellbeing. (ISBE,2020).

Lesson availability

Lessons and resources will be available digitally and non-electronically the day(s) of the cancellation for all students K-12. Lessons will be posted and available to be copied by 9:00 if the day is canceled.

Lessons and assignments will indicate: the lesson's learning objective, specific directions for completing the lesson, the approximate time needed to complete the lesson, and what needs to be turned in along with the date due. Assignments are not to be due for a minimum of 48 hours from the cancellation date. Specific deadlines will be indicated on the teacher's eLearning lesson plans. There will be opportunities available for those Jr/Sr High students without digital access for two days after returning to be able to work on their lessons. These dedicated work times will be held in lab ½ an hour before and after school, the first and second days of school are back in session. Other days may be added depending on the number of eLearning days in sequence. All lessons/assignment documents will be available digitally. They do not have to be completed or turned in digitally. If your child/children do not have access to the Internet during the make-up window and you need hard copies of the lesson, please notify the teacher. Alternative lessons will be provided for those who do not have Internet access that do not require Internet use but still achieve the same learning objective. An eLearning day is designed to provide students with learning experiences that reflect what they would be doing in the classroom had school been in session. Lessons are presented in a more compact manner. Students will complete lessons and assignments that take approximately 5 hours depending on the courses they have on the cancellation day.

Students will complete the following coursework for an eLearning day:

Grades PreK - 6: reading, math, writing, Science/Social Studies (may be combined with writing or reading), physical education and the specialty classes from the canceled day.

Grades 7-12: Each specific class they would have attended on the canceled day. If special circumstances arise that prevent your child from completing their eLearning assignment, the teacher must be notified in writing (email or note) as soon as is reasonable. All lessons and assignment documents will be available digitally. They do not have to be completed or turned in digitally. If your child/children does not have access to the Internet during the make-up window and you need hard copies of the lesson, please notify the teacher. Alternative lessons will be provided for those who do not have Internet access that does not require Internet use but still achieve the same learning objective.

Remote Learning Guidance for Exceptional Students

At JMG USD #38, during remote learning, school teams, administrators, and educators can build on the relationships, practices, and infrastructure created during in-person and blended learning to support students with special education needs. The following section addresses considerations and recommendations that should be taken into account in planning, delivery, and assessment for learners with special education needs during times they may be away from school, teachers, and peers. Keeping these considerations and recommendations in mind before, during, and after planning -- as opposed to retrofitting already-planned instruction -- will maximize the effectiveness of remote learning for students with special education needs.

Planning

- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Use technology resources to provide comprehensible instructions to students. Provide two-three step directions, record (audio or visual) yourself reading directions, and either link to or embed the recording in your lesson.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- Use student interest profiles to inform lessons and activities.
- When possible, use technology tools that allow for students to communicate through multiple modalities. If that is not possible, plan alternative communication options for students.
 - Do not require students to show their video during video conferences and/or allow them to listen without the expectation of having to talk.
 - Use captions, when possible.
 - Offer the option of communicating through a different modality (e.g., using the chat box during a video call or posting a link to an audio or video response in a discussion board).
- Give students various ways to access information because students are more likely to remember information that is presented in various formats.
- Think about how movement, arts, nature, and social activities can be incorporated into instruction.
- Encourage caregivers to use high- and low-tech devices around the house to establish and maintain schedules and routines. Egg timers, microwave timers, alarm clocks, and cell phone timers are examples of supplies that can be used as auditory, visual, or tactile (vibration) alerts to keep students on task.
- Provide a sample schedule for caregivers to model how to move from task to task and take breaks.
- Provide or help caregivers create visual or tactile supports (e.g., schedules, cues) that are consistent with the school environment.
- Be prepared to support students as they continue to learn the social nuances of working remotely. Explicit instruction or scaffolded directions may be necessary to teach students how to use and interact with others on various technology platforms.
- Remote learning environments often require students to multitask and filter through layers of incoming sensory information. Be proactive in providing support for students to either direct or redirect their attention to the most salient aspects of instruction.

- Prepare and provide materials for students with visual impairments or print disabilities in braille or other formats required by the student's IEP.
- Consider the following for students who are deaf or hard of hearing or have visual impairments when planning for and engaging in online meetings:
 - Use a neutral background and use appropriate lighting.
 - Prepare for your and the student's use of assistive listening and/or braille technology.
 - Avoid eating or chewing gum.
 - Reduce background noise and mute participants, when appropriate.
 - Speak at a normal pace and be mindful of remote interpreters and captioning.
 - Announce who is speaking and pre-warn students if you are sharing your screen or content that causes your face to not be visible.
 - Ensure any visuals are easily seen by using color contrast, manipulating text size, or sharing the visual with the student so they can manipulate the image, as needed.
 - Prepare and supply materials or visuals in braille or tactile formats, when possible.
 - Prepare notes to provide to students after the meeting or video.
 - Check in with the students privately to determine their understanding.
 - Be aware that students may be navigating multiple devices and assistive technology.

Delivery

To make remote learning as accessible as possible to students with special education needs, the following considerations may support educators and related professionals as well as students and caregivers:

- Have clear procedures and expectations for every technology tool or platform used with students.
- Maintain regular communication with students. Use school-approved messaging, discussion board, and videoconferencing tools to communicate regularly with students.
- Encourage social interaction among students by scheduling times for students to interact without the pressure of learning content at the same time. Have students talk about events in their lives, tell jokes, or share good news.
- Provide opportunities for students to practice listening, speaking, reading, and writing skills in content areas
- Incorporate arts into instruction to allow students to learn content and express information through various media.
- Create video modeling of how you expect something to be done or what has been successful in the school setting, such as hand-over-hand assistance in the classroom.
- Provide repetition of content using multiple modalities during and after instruction.
- Students with disabilities may not have the stamina, patience, or ability to attend to instruction or interact with others for long periods of time in a remote learning environment. Chunk information or interaction into smaller sections for students to process. For example:
 - Rather than giving students a 10-minute video to watch, break it into 2- or 3- minute sections so students can process what they have seen before moving on.
 - Instead of directing students to read an entire news article on a news website where the amount of text and visual noise may be overwhelming, copy and paste paragraphs onto a blank document so that the information is broken up into manageable sections free of distractions.
 - Allow a student to discuss a topic with one other partner in a video call rather than in a group of four so their attention can be better focused on the task at hand.

- Utilize technology resources to visually illustrate concepts for students. If you are recording yourself, show realia or use a small whiteboard or pieces of paper to draw and write. Search for images on the internet to illustrate key concepts. There are many online repositories of art, images, and videos from museums around the world.
- Provide text at different levels. When looking for texts to share with students, try to use websites that provide leveled texts with audio and visual support. If that is not possible, create your own leveled text with audio and visual support.
- Be aware of the impact that limited physical mobility, both gross and fine motor activity, might have on the student's ability to fully participate in remote instruction.
- If possible, provide questions or prompts to students before online group discussions if they need extra time to process the questions, formulate responses, or to relieve anxiety.
- Use built-in accessibility features in learning management systems, albeit on an individualized basis according to student need. For example:
 - Use heading styles that allow screen reading software to navigate from section to section.
 - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
 - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts.
 - Enable tooltips so that descriptions appear when users hover over images, graphs, and charts.
 - Enable captioning if accurate auto-captions are an option in the online platform
- Provide transcripts of any pre-recorded audio or video used with students. Use accurate closed captioning on videos.
- Use descriptive titles, headers, and captions to provide additional context and information for students.
- Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like “click here” or “read more” without additional descriptors.
- Allow for flexibility and extended time for students to process and respond to content. Hands-On or Offline Options for Remote Learning
- Use non-digital resources of work. (Where possible, coordinate this effort with the case manager, school leadership team, and/or assistance of paraprofessionals.)
- Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, chores, cleaning, hygiene, social conversations, and problem-solving, etc.
- Have students track activities with photos, artistic or musical representation, or videos and submit to teachers.
- Keep meditation logs and provide links to meditation apps and online media.
- Encourage journaling.
- Utilize ground activities (e.g., choose five objects that are around you and describe them in detail).
- Utilize virtual museum tours and video demonstrations.
- Plan lessons around resources that are available to caregivers at home and in the community (e.g., public television, library, parks, community centers).
- Utilize games, toys, or household items to which the students and caregivers may have access.
- Provide a wide array of books that pertain to a student's particular interests (e.g., audio, apps, hard/soft cover books, educational science magazines, etc.) (ISBE, 2020).

Remote Learning Guidance for Pre-K - Kindergarten

Planning

- Create learning kits of materials and supplies to incorporate classroom learning standards and learning experiences, such as investigations or studies.
- Create videos of content for children to watch repeatedly (e.g., reading a book based on the publishing company guidelines, songs with hand movements, puppets, learning activities). Send home through the method accessible to caregivers.
- Create choice boards of activities that may be completed on a flexible schedule over one week period of time. Choices should include suggestions in each of the developmental domains -- social/emotional, social studies, arts, science, fine/gross motor, literacy, mathematics, language development.
 - Choices should include hands-on, exploration opportunities;
 - Include choices for students with IEPs and/or English Learners that address the student's goals; and
 - Send the choice boards home through the method accessible to caregivers.
- Prioritize developmentally appropriate skills based on the level of the child.
- Attend to gross motor skill development as gross motor skills increase development in other areas. To assist caregivers during remote learning, consider the following:
 - Provide information in a variety of ways, such as tip sheets and video tutorials, to assist them with remote instruction. Encourage caregivers to establish routines and a daily schedule (e.g., provide visuals for the caregivers to develop a visual schedule with their child). This is not intended to advise caregivers to create a regimented daily schedule that mirrors the daily school schedule, but rather a consistent flow of the day that fits into the family routine.
 - Inform caregivers about any digital platforms used by the district and how to access information. Engage with caregivers who do not have access to technology by providing paper packets and connecting via phone calls and applications that do not require an internet connection.
 - Remind caregivers of the importance of play. Provide information that play is learning and encourage them to design intentional play activities with materials found in their home.
 - Consider holding weekly virtual support/planning gatherings for caregivers to provide additional information on supporting their children's learning, as well as strategies for behavior, social/emotional, and home routines.
 - Create videos of content for children to watch repeatedly (e.g., reading a book based on the publishing company guidelines, songs with hand movements, puppets, learning activities). Send home through the method accessible to caregivers.
 - Create choice boards of activities that may be completed on a flexible schedule over one week period of time. Choices should include suggestions in each of the developmental domains. Send home through the method accessible to caregivers. Delivery Provide caregivers with learning kits of materials/supplies and suggestions of activities that incorporate the Illinois Learning Standards and relate to the learning experiences, investigations, or studies. Choice boards include activities in each of the domains: social/emotional, social studies, arts, science, fine/gross motor, literacy, mathematics, language development. Choices should include hands-on, exploration opportunities. Include choices for students with IEPs and/or English Language Learners that address the student's goals.
- Video chats for small group and whole class community building; use video chats for small group and whole class community building as opportunities to build relationships and connection among your classroom. Consider short videos that can be sent via text message to families that do not have regular internet access.

- Encourage caregivers to document, share, and communicate the learning, exploration, and play the child is doing at home via the district platform, phone call, text, email, etc.
- Hold weekly virtual support gatherings for caregivers to provide additional information on supporting their children’s learning as well as strategies for behavior, social/emotional, and home routines.
- Make individual phone calls to connect one-on-one with caregivers.
- Provide ways to incorporate learning targets into household chores and daily activities. (ISBE,2020).

Remote Learning Guidance for 1st and 2nd Grade Students

Planning

- Survey caregivers to gather information about schedules, materials, and technology.
- Be mindful of caregivers’ schedules for live sessions.
- Commit to a small and limited number of online tools for your delivery of activities and instructions (to avoid caregivers having to learn to navigate multiple systems) and allow caregivers to submit their child’s work through any channel that works for them.
- Plan for whole and small group meetings across the week with consistent times.
- o Provide for differentiation in small group learning sessions.
- Communicate with caregivers about the upcoming learning focus so children have needed materials on hand and know what to expect.
- Plan for a mixture of live and video instruction. When using video instruction, it may be helpful for young children to see videos that feature the classroom teacher or other known adults.
- Plan for any lessons taught online to have a paper version for caregivers with limited internet access with suggestions of hands-on learning activities.

Delivery

- Establish connections with children through community-building activities.
- Have an intentional purpose for live sessions and suggested materials that are clear for caregivers and children.
- Communicate the remote learning plan and expectations for student work with caregivers.
- Have a mixture of live and video instruction.
- o Record the sessions and provide download opportunities for caregivers with limited access to the internet.
- Think about videos with content other than instruction, such as a video with feedback about work, specifically recognizing individual children and the work they did.
- Ask children to show artifacts from home and community that are important to them and help connect “lessons learned” to academic content (which should include social emotional learning). (ISBE,2020).

Remote Learning Guidance for 3rd, 4th, and 5th Grade Students

Planning

- Plan for instruction that is relevant, consistent, and tailored to student and caregiver needs. Interaction between students and teachers should occur – whether live or recorded – on a frequent basis (e.g., daily, multiple times per week).
- Plan academic and social engagement activities with a focus on the critical standards across the core competencies that were not addressed in the previous year and those that need to be addressed in the current year (i.e., through a process of reteach, review, and introduce new standards). Keep in mind that

some standards that were not addressed in the previous year may be embedded into instruction provided in the current grade level.

- Provide clear expectations on how to interact (student-to-student, student-to-teacher, student-to-content) in a virtual setting and how to transition between varied settings.
- Provide clear directions for submitting classwork, such as turning in assignments, project-based learning, and journals, in a virtual classroom setting (e.g., electronic submission, pick up and drop off, mail in).

Delivery

- Dedicate time to relationship-building and trust throughout the entire remote learning experience, such as through phone calls, one-on-one visits with social distancing, ice breakers, virtual games, and hangouts. Every attempt should be made to create regular interaction and face-to-face connections between teachers and students. (ISBE,2020).

Remote Learning Guidance for 6th, 7th, and 8th Grade Students

Planning

Daily instructional task(s) for those students not in the classroom should include fine arts, physical and health education, and elective courses in addition to the core academic content areas. Consider holistic, relevant, interdisciplinary instruction to keep middle school students engaged. JMG USD#38 will do our best to ensure internet connectivity and devices for all students. If internet connectivity for all students cannot be ensured, districts should ensure that delivery of content during remote learning is equitable between students with internet access and those without. Options for content delivery can include, but are not limited to:

- Online learning platforms (as long as non-internet options are also provided);
- Multimedia platforms and applications;
- Books, articles, newspapers, and periodicals;
- Meaningful graphic organizers, puzzles, or worksheets; and
- Inquiry-based projects, including interdisciplinary projects that may earn students credit for multiple classes. (ISBE, 2020).

Remote Learning Guidance for 9th-12 Grade Students

Planning

Remote instruction offers many learning possibilities, but student engagement can be easily compromised by the lack of face-to-face interaction. Relationships that were built prior to remote learning are vital for all student success. Please keep this in mind throughout the whole process. These recommendations specifically focus on prioritizing student learning needs, including social-emotional ones. Learning opportunities should offer diverse opportunities to help students stay engaged in learning and socially connected to their peers and instructors. The focus should be on the continuity of learning and creating learning environments that are engaging for and inclusive of all learners. Careful consideration must be given to avoid amplifying existing inequities in communities we serve. Planning Continuity requires consistency and collaborative interactions among all stakeholders, including students, instructors, education support professionals, caregivers, family liaisons, and administrators. A clear and consistent communication plan should be created to ensure understanding and continuity. When implementing remote learning, existing resources should be taken into account:

- Consider what resources can be leveraged or repurposed for a less expensive and more efficient transition to remote learning. This includes, but is not limited to:
 - Media center resources/hardware
 - Internet availability
 - Licensing agreements
 - Group/classroom instructional and learning management platforms, software, applications/apps and electronic media (e.g., readings in digital format, videos)
- Using available resources, such as:
 - Textbooks and workbooks
 - Newspapers, hard copies of readings, and handouts
 - Supplemental materials that have been used on a regular basis within the class
- Remote learning also necessitates careful planning related to high school students' learning needs:
 - The lack of in-person learning impacts the ability to build and maintain learning communities and the social interactions that are fundamentally important to adolescent learning. Careful consideration should be given to maintaining learning communities, to the extent possible, via synchronous meetings through online meeting technologies. Additionally, instructional practices that promote student interaction and discourse should be prioritized in planning and implementing lessons for high school students.
 - Consider maintaining consistency in planning, delivery, and feedback that allows for flexible transition between platforms.
 - Utilize districtwide common technologies that are flexible enough to support a variety of purposes, such as document creation, internet research, and online virtual meetings.
 - Decide on common platforms for learning and virtual meetings within the district.
 - Provide hard copy, non-technology-dependent resources to students, as needed or as requested, taking into account students' learning preferences and styles.
 - Consider collaboration with team members, education support professionals, and administration to provide consistent instruction that is flexible and can fluidly transition from remote learning to other blended or in-person learning formats, while meeting the diverse learning styles, language proficiency levels, and social-emotional needs of students.

Delivery

- Materials should be available both online and offline to ensure equity. Online and offline materials and activities should be consistent to the fullest extent possible.
- Consider the use of both real-time and pre-recorded class instruction. Instructors should use their judgment as to which format is more appropriate for particular content, learning needs, and class make-up.
- Leverage opportunities to co-plan and/or co-teach with team members, co-teachers, and teaching assistants in developing and delivering virtual lessons/discussions or breakout sessions.
- Translations of materials or multilingual resources should be provided to English Learners, especially to support frontloading/previewing of concepts and content. (ISBE,2020).
- Internet bandwidth may vary depending on the time of day and the number of people streaming video and audio. This may affect streaming quality in live video classes and the ability to view or upload large files (including videos) for pre-recorded classes. (ISBE,2020).

Collective Responsibilities

The responsibilities of education fall on all invested parties -- instructors, students, caregivers, school administrators, professionals, and support personnel. All parties will need to consistently work together to maximize student learning as we navigate unprecedented situations. Throughout this process, it is essential to take into consideration high school students' nonacademic responsibilities that may impact their participation in learning environments and activities (e.g., caring for younger siblings, working after-school jobs, aiding a sick family member). With this in mind, we suggest an added consideration of students' mental and physical health. Below is a non-exhaustive outline of recommended responsibilities for each stakeholder, acknowledging that local labor agreements must take precedence.

Instructor Responsibilities

- Communication

- Consider ways to focus on relationships and connections with students and caregivers via various approved and vetted means, which may include phone conversations and electronic correspondence via various authorized platforms.
- Clarify what supplies, books, and materials are needed if/when remote learning occurs.
- Ensure students understand their responsibilities and expectations within the classroom and how these may evolve with changing circumstances.
- Discuss expectations for students with caregivers and ask how caregivers feel they can best support their student's success.
- Keep in regular contact with students, checking on student physical and social/emotional wellness. Report concerns accordingly.

- Classroom and Instruction

- Create a strong and safe learning culture that encourages discussion, collaboration, and feedback.
- Where possible, reorder the delivery of curricula that will better fit the model of remote learning.
- Create daily schedules and routines, including setting specific times/methods for communicating with students and caregivers, monitoring, and supporting student participation.
- Provide varied resources for student learning and engagement, as well as multiple pathways to assess student learning and create authentic assessments.
- Be willing and prepared to offer assignments in various formats, depending on technology and resources available for students.
- Provide supports/breakout time for students struggling with content as part of a student's "educational day."
- Provide timely feedback on work completed to students and caregivers.
- Archive lessons and other instructional activities for students to access later.

- Social-Emotional

- Be flexible and empathetic with regard to social-emotional needs and learning or situation.
- Maintain your personal physical, mental, and emotional wellness.
- Connect caregivers with educational and social-emotional supports from school and within the community.

Student Responsibilities

- Academic

- Commit to and engage in this reimagined educational environment. Approach it with a willingness to develop new habits and techniques for studying material.

- Maintain the quality of work that is expected and produced in traditional classroom settings.
- Complete assignments and assessments in a timely fashion.
- Complete assignments with integrity and academic honesty.
- Behavioral
 - Be on time and mentally present for live remote sessions. Do not leave class early or engage in non-academic activities while in class.
 - Interact with instructors and peers appropriately, as if you are in school.
 - Continue taking safety measures to protect the health of fellow students and staff.
 - Upperclassmen can support and encourage new students who may be struggling to adjust to the school community while not being in a physical school setting.
- Social-Emotional
 - Be flexible and understanding as instructors navigate this new territory. Practice this understanding with your peers as well and recognize struggles they may be facing during this time.
 - Understand that your voice is valuable in this process and that you should share your feedback. Reach out to instructors with questions or concerns.
 - Monitor your personal screen time, exercise and eating habits, and sleep schedule to maintain your physical health.

Parent/Guardian Responsibilities

- Academic
 - Keep open communication with instructors and students.
 - Encourage or expect your student to engage with instructors and the school daily.
 - Check in with your student daily for school updates.
 - Develop a routine and expectations for your student regarding sleep habits, work space, and work time.
- Social-Emotional
 - Encourage your student to advocate for himself/herself.
 - Stay aware of your student’s workload, participation, and academic responsibilities. Be mindful of your student’s mental, physical, and emotional wellness, and share concerns with the school/instructor.
 - Monitor your student’s job/work hours and encourage healthy working habits and balance.

Non-Teaching Faculty Responsibilities

- Assist in communications with caregivers and students who temporarily disengage.
- Assist teachers with their schedule for delivering pre-recorded or real-time instruction.
- Assist teachers in “breakout groups” for students with unique or special needs.
- Assist teachers/school in contacting students, checking on student physical and social emotional wellness. Report concerns accordingly.
- Provide special needs assistance for students as required by an IEP or 504 Plan.
- Provide resources for teachers, students, and families in need of social-emotional assistance. (ISBE,2020).

Students Without Internet Access

Students should not be penalized if they do not have internet access at home.

Students will be able to complete work when they return to school.

Teachers can help students download files in advance.

For certain assignments, students may complete some steps at home and upload their work when they return to school.

Attendance

Attendance will be based on the completion of the assignment for each class period. Students have two days from the date the assignment is posted to complete the assignment. Should your child be ill on the e-learning day, you should call the attendance line and report the absence in the same way you would on a regularly scheduled school day. It is possible for a student to be counted present and receive a “0” for their eLearning assignment. An absence will be recorded if the assignment is not attempted.

Students with IEPs and/or 504 Plans

The information below is provided as general guidance when planning for students with disabilities. Individual planning teams will determine specific plans based on unique student needs. The IEP or 504 team will need to discuss how the individual student accesses technology and how the student will access the curriculum on e-Learning Days. The services to be provided to the student, including a description of how the student will access the technology and curriculum, should be included in the service narrative of IEPs as appropriate. Related services that fall on e-Learning days should also be provided. For students with disabilities who do not use an online platform for learning or for whom an online platform is not appropriate, teachers will provide parents/caregivers with appropriate educational materials and learning activities for student use. The following language may be a guide for documenting in the IEP the e-Learning program and the specific modification that will be applied: Include a list of specific IEP accommodations, modifications, assistive technology, etc. . . to be considered by IEP team. Joppa-Maple Grove UD#38 may utilize virtual learning opportunities when making up canceled school days. In these instances, work will be modified to meet IEP goals. Special Education case managers will add an IEP agenda item to discuss e-Learning Days at each meeting. The 504 Coordinator at each site will add an agenda item to discuss e-Learning Days when planning the annual 504 plan.

Teacher office hours

Teacher office hours are from 8:00-3:00.

Teachers will be available to answer questions by email and are required during their office hours to answer within a reasonable period of time. Teachers are not required to make themselves available by phone or in-person. Teachers are not required to answer email questions outside of their designated office hours, however, they may choose to, but the response time may be longer. Students may ask their teachers questions in class during the eLearning makeup window. Teachers will track student progress to ensure participation and check-in with students if students are struggling or non-participatory. Grace and understanding should always govern decisions. Feedback to students will be given on every assignment, even if it is just a thumbs up. Voice and video feedback is extremely valuable to your students when possible. Teachers should not schedule time during normal school hours for students to work on their eLearning assignments, however, students may work on their eLearning assignments if there is extra time in the day. Teachers are encouraged to use time outside of office hours for any additional planning or preparation required for subsequent eLearning days.

Expectations for PE, CTE, and Fine Art

For classes with special equipment, space, and software, teachers should ask students to log their activities (practicing, physical activity, etc.) or provide alternative assignments (i.e. students

commenting on videos, articles, etc.). Teachers should use their best judgment to ensure assignments are reasonable for completion and assessment.

When teachers are not engaged with students: Teachers will engage in ongoing professional learning and work that supports district, school, and department initiatives intended to promote student learning and well-being. Students will be participating in their independent learning, and teachers will be doing the same. Examples of teacher activities on these days may include:

Engaging in professional learning provided through our ELN platform linking to online resources

Developing lessons and activities that integrate technology to support learning

Writing curriculum

Assessing student work

Analyzing data and working on instructional planning

Viewing a webinar

Reading professional journals and books tied to the strategic plan or professional goals

Participating in shared reading and discussion of professional texts (book club)

Working on communications to families (emails, handwritten notes, etc.)

Researching, collaborating, and reflecting on problems of practice

Contributing to a repository of professional resources

Working on initiatives tied to the Board of Education's Strategic Plan

Designing lessons that support mindfulness and wellness

- Refining strategies to integrate restorative discipline practices in the classroom
- Evaluating ways to foster culturally responsive classrooms
- Promoting a classroom culture of equity and social consciousness

Plan for Non-Certified Staff on e-Learning Days

Non-Certified Staff Notice of Assignment will state "Up to" a certain number of days or total hours taking into account the E-Learning (Snow) days will not be made up. Also included in the Non-Certified Notice of Assignment it will state "Joppa-Maple Grove UD#38 reserves the right to make modifications or adjustments to this assignment, work hours and days at any time during the school year."

Custodial and Maintenance Staff

The current protocols for facilities staff remains the same. Both day and night shift custodians report to their respective buildings to work on snow removal or interior cleaning/maintenance projects that can

now be done because students and staff are not in the building. The director of facilities directs the work for those days.

Nurse

The nurse will report to either building to work on records upkeep and other office related tasks. As needed, calls home will be made to check in with students who have identified medical conditions to ensure that student needs are being met. Home visits will be made if needed.

Student Resources

If students need help with an assignment?

- Email the teacher
- Search information online (i.e. check out Google Classroom, Google Search, YouTube) — if teachers are using Google Classroom, check on your phone for any updates to what has been assigned
- Ask for help from a peer

Teacher Resources

Teachers will consider available online and e-resources currently used in classrooms when assigning work and assignments for e-Learning Days. Any resource used for e-Learning activities will be used or practiced prior to being assigned on an e-Learning Day.

After-school activities

There will be no school activities if school is closed.

Inclement Weather Days

eLearning Days for Inclement Weather are not scheduled but may be declared on days when schools must be closed because of dangerous weather conditions. District personnel will monitor developing weather conditions and remind faculty members, students, and families to prepare for an eLearning Day. In the event of last-minute school cancellations because of snow or ice, decisions about eLearning Days will be made according to the situation.

References

ISBE (2020). *ISBE Fall 2020 Learning Recommendations*. Springfield, Illinois: ISBE. Retrieved July 15, 2020, from <https://www.isbe.net/Documents/Fall-2020-Learning-Rec.pdf>