

Effingham Unit #40 Remote Learning Plan

Introduction

Following an Executive Order from Governor JB Pritzker on March 27, 2020, the Illinois State Board of Education (ISBE) issued Emergency Rules authorizing school districts to enact Remote Learning Plans in order to deliver instruction remotely. Effingham Unit #40 has constructed the following Remote Learning Plan to meet the needs of all learners in our community. Effingham Unit #40 maintains the number one priority will be to ensure students remain emotionally and physically safe, fed, and engaged in learning. 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 outline below delineates District, School, Teacher, Student, and Family responsibilities to support and encourage student engagement during remote learning.

Responsibilities

District Responsibilities	<ul style="list-style-type: none">· Support schools in planning and implementing remote learning plans that will be developed for each building's need.· Help schools identify needed resources in the community (academic, health, social, emotional). <p>Provide the necessary training to staff in order to support remote learning activities and contact.</p> <p>Provide staff with any necessary equipment to be used to teach, assist, and contact students/families.</p>
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<p>School</p> <p>Responsibilities</p>	<p>Implement remote learning plans,including parameters for those stakeholders who do not have electronic/internet access.</p> <p>Communicate regularly with stakeholders</p> <ul style="list-style-type: none"> · Support teachers in planning and implementing remote learning plans · Help families find needed resources in the community(academic, health, social).
<p>Teacher</p> <p>Responsibilities</p>	<ul style="list-style-type: none"> · Make remote learning activities available in a timely manner. ·Set availability and then be available at scheduled times (with flexibility)to answer student/caregiver questions. <p>Provide feedback on student work.</p> <p>Communicate regularly with students through district communication platforms.</p> <ul style="list-style-type: none"> ·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.
<p>Student</p> <p>Responsibilities</p>	<p>Review assigned work.</p> <p>Complete assigned work by the due date.</p> <ul style="list-style-type: none"> · Ask clarifying questions when you need help or don't

	<p>understand.</p> <p>Be respectful to yourself, teachers, and peers.</p>
<p>Parent/Caregiver</p> <p>Family Responsibilities</p>	<p>Review work assigned to the student.</p> <p>Encourage students to get enough sleep.</p> <p>Talk to students about their work every day.</p> <p>Set sensible time limits for technology use.</p> <p>Help students establish and follow regular daily routines.</p>

Below are components of Unit #40's Remote Learning Plan

1) Accessibility of the remote instruction to all students enrolled in the school or district. Technology and packets will be utilized to provide students with the resources and the assignments needed for remote learning. All students and families are encouraged to utilize digital options on Remote Learning Days. If digital access is not available, then learning activity packets will be distributed to students to further enhance their learning during Remote Learning Days. Proposed sentence after last sentence in black – “Remote Learning Packets will be available at the five (5) Unit #40 lunch pick up sites. Announcements on when new packets are available will be made through school reach and social media outlets.

2) When applicable, a requirement that the Remote Learning Days activities reflect the State Learning Standards. ISBE learning standards will be the basis of Remote Learning activities. As we move forward, the District will set realistic recommendations for students on a weekly basis. The on-line and hard copy activities provided 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.

3) Means for students to confer with an educator, as necessary. Each teacher will develop an instructional plan including remote office hours. While Building Principals will coordinate all schedules within their building, times will be fluid and flexible as determined by the individual faculty members and building Principal. Flexibility and grace will be granted if a teacher is unable to meet those expectations every day. Each teacher will be

available for a total of four (4) hours each day for a total of 20 hours per week. Availability is defined as a combination of instruction, guiding activities, office hours, professional development, and planning. Teachers will maintain daily office hours that include availability to students and parents via a variety of communication methods that have been approved and are provided (technology, software, media platforms as needed) including District email, phone calls, and virtual meetings which maintain and adhere to Illinois and federal laws regarding students and staff privacy rights, as well as students, parents and staff confidentiality. Of the 20 hours per week, a minimum of five (5) hours will be office hours. The remaining hours should be dedicated to instructional activities, professional development, and planning. Communication used during remote learning days may include e-mails, phone calls, social media posts, or other approved communication tools.

ISBE recommended Remote Learning Guidelines for students by grade level:

Grade Level	Minimum	Maximum	Recommended Length Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or clas
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or clas

4) 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 efforts being made under the current emergency conditions to ensure ongoing growth and progress. In addition to continuing serving

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.

5) 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, staff will assess the students' understanding of concepts. Student impact will be on a case by case basis with the underlying belief that no student will be negatively impacted. When in-person instruction resumes, all options of review/re-teaching will be investigated to help support both students and staff so students gain exposure to the appropriate curricular content provided during the COVID-19 closure period. The District believes this will lead to a smoother transition when in-person learning resumes.

Grading

Remote Learning Days are designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance. Students are expected to continue with the learning activities assigned during remote learning and to complete all of the work assigned and reviewed during the remote learning period. Students will have the opportunity to redo, make up, or try again in order to complete and show progress during the remote learning time. Students who submit work will receive a Pass/Complete. Students who choose to disengage in remote learning shall receive an Incomplete that can be made up when the remote learning period ends. The "new normal" for assessment during remote instructional days will be to recoup, review, refine, and finish the year. Students will not be negatively impacted as long as students complete the work during remote instructional days.

All students will receive a "pass/complete" or "incomplete". Students who receive an "incomplete" will have the opportunity to complete a transition plan before the start of next school year. Details for the transition plan may be individualized to help students review the necessary skills to be successful upon returning to school. There will be no final exams at EHS if closure extends to the end of the school year.

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 options. In consultation with Lake Land College, letter grades will be earned for all dual credit courses. 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 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 2020.

Remote Learning - Continuous Monitoring and Review

Unit #40 has tried to design a Remote Learning Plan that encompasses learning for all students. It must be recognized though that it was not possible to include all possible scenarios that may arise during the remote learning period. For this reason, Effingham Unit #40 will continuously monitor and regularly review this plan and make necessary adjustments when needed.