

Steger School District 194 - Remote Learning Plan

SD 194's Remote Learning Plan is in response to the COVID19 emergency. Our focus is keeping children emotionally and physically safe, fed, and engaged in learning. The plan includes a blend of real-time, flexibly timed, technological, and non-technological options as the best fit for our students and families.

- Ensure access from home or other appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program.

SD 194 has a Home Learning page on its website. Materials can be printed from the home learning page or paper copies can be picked up for those students that do not have access to technology. All calls are sent to all families in the district when new information and materials are available. Additional online resources are also available on the website.

Early Childhood through Eighth Grade will be using packets or materials and activities posted online for students that teachers have prepared. This will be on-going over the course of these days in the form of step-by-step instructions. Teachers will be available for support for learning resource activities and our technology department will be ready to assist at any time for connectivity and hardware questions or challenges.

All teaches currently use the SD 194 email system and our student management system to communicate with parents and will continue to use familiar resources. If students do not have internet access at home, we have created a plan for them to receive the instruction through whatever medium will work best for them and in-keeping with the expectations using a variety of resources.

- Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology

Paper packets are distributed at the Administration Center. The teachers in our district have created packets that are available and ready to align with the electronic activities that are unable to be completed. They are for multiple days at a time. All students will be able to reach teachers to discuss any type of activity they are required to complete by email, telephone or technology platforms.

- Ensure appropriate learning opportunities for students with special needs

Learning materials include activities from special education, resource, cross-cat, OT/PT, speech, social work, and RTI. Our intervention specialists and student support specialists have worked together to create meaningful activities in a variety of modalities and will be available for students who have any questions, are exhibiting any difficulty, or need additional support. This

includes both the academic and social emotional realms. We continue to follow guidance from federal and state agencies. We adhere to these guidelines and know students unique learning needs.

- Monitor and verify each student's electronic participation

We are keeping track of participation. Students' names are checked off a master list when paper packets are picked up. Also, teachers are communicating with students by telephone, email, or other technology based formats, and are keeping a record of student participation.

- Address the extent to which student participation is within the student's control as to the time, pace, and means of learning

Teachers will prepare learning packets and provide student directions. They are for multiple days at a time. Student participation is within the students control. They are to complete daily assignments at their own pace. Teachers will provide feedback to students based on what the student has learned, remembering that students may have additional family responsibilities now that they are at home.

- Provide effective notice to students and their parents or guardians of the use of particular days for e-learning

SD 194 provides timely, effective notice to students and families through the use of district all calls, emails, the SD 194 website and social media. Each providing up to date information.

- Provide staff and students with adequate training for Remote Learning days' participation

During Remote Learning, teachers will have 5 Remote Learning Planning Days. The staff is updated by emails, and they collaborate through Google with their principal, district office and teammates. Students are provided with an electronic or non-electronic direction page for learning assignments.

Remote Learning and Remote Learning Planning Days - Timeline	
March 31-April 7	Continue previous E-Learning Plan and materials
April 8 and 9	Remote Learning Planning Days - No Remote Learning
April 10-19	Spring Break
April 20	Remote Learning Planning Day - No Remote Learning
April 21	Begin Remote Learning
When Needed	2 Remote Learning Planning Days for transition to on-site instruction. SEL, Trauma, Planning, student assessments to identify

- Ensure that all teachers and staff who may be involved in the provisions of Remote Learning have access to any and all hardware and software that may be required for the program

Teachers have all been trained in required technology needed. All teachers have participated in a technology survey and have been provided a district issued computer to work from home. If a teacher needs assistance, the district and technology department provides any additional support that is needed.

- Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of a Remote Learning Day

The Steger Education Association was consulted, there is on-going communication with all district employees throughout the process, and we're adhering to all provisions of the collective bargaining agreement.

- **Ensure communication with students, families and staff.**

SD 194 has a clear communication plan that prioritizes student connection to trusted school personnel. These times are stressful for everyone, SD 194 staff will make continuous checks on the morale of students.

Teachers will communicate with their students at least once a week by telephone, email, or other technology tools such as Google or Zoom. Teachers will document student communication in a log. Teachers will communicate with students and families through the form of communication that is accessible to the family and at times that parents and students are available. School principals will monitor student communication logs and will problem solve with teachers on how to contact students if they are having trouble. Teachers will be available during live daily "office hours" where teachers will be connected to any parent that has questions and to provide students support, engage with them in a variety of activities, etc. encouraging two way communication.

We will utilize paraprofessionals, multilingual staff, translation services, and other resources as appropriate to ensure elimination/reduction of language barriers.

Instructional support teachers, social workers, nurses, and other special staff will also communicate with students and families providing additional support.

All staff members including paraprofessionals, RTI, Title 1, EL teachers, and service providers will communicate to address educational issues and provide professional support.

- **Ensure a smooth transition to In-Person Instruction.**

The district can use up to 2 Remote Learning Planning Days to prepare for in-person transition. First, the students Social and Emotional needs will be assessed. Teachers, social workers, administrators and other staff will work together to provide students with appropriate support to process events, utilize trauma informed practices, and use resources to provide mental health help.

Teachers will assess what students have learned during remote learning. Teachers will also identify areas of growth or gaps in learning that need to be addressed through further instruction.

Administrators and teachers will work together to develop and choose assessments that will address instruction needed to narrow gaps to fill prerequisite skills.

Evidence and self assessments from students and parents will also be considered.

- **Ensure grading practices that emphasize for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance.**

Grading - The State of Illinois requires that all teachers ensure that all students pass. Students will be given a pass or incomplete. If an incomplete is given to a student, documentation from the teacher is required. The recommendations on grading are based upon the principle of no educational harm to any child.

Administrators, teachers, and grade level teams will work together to plan Remote Learning grading - providing feedback, assessing student progress, and learning; and communicating this to students, parents, and teachers.

- **Ensure all students have opportunities for continued learning that focuses on critical standards.**

Teachers will plan and create academic and social engagement activities with a focus on the maintenance of previously covered content. It is a requirement that Remote Learning activities reflect the State of Illinois Learning Standards. Teachers and administrators will work together to determine what critical standards will be prioritized for the duration of Remote Learning. Teachers will identify the most important standards and the learning targets taught, and create content to “shore up” that learning to help students improve mastery of skills previously covered. SD 194 uses ISBE’s recommended Remote Learning Guidelines for times of engagement by each student when planning.

IMPLEMENTATION

ISBE's recommended guidelines for suggested minimum and maximum times of engagement by each student engagement for remote learning days.

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
Pre-K	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: 30minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

SD 194 will utilize 3 Remote Learning Planning Days before Remote Learning Days begin. Teachers and administrators will work together to plan instruction. Teams will consider that students may or may not have a consistent caregiver who can work with them every day. Instructions will be written so students can understand them independently.

• The following questions will be considered 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?

Teachers will communicate program challenges to their principal, assistant principal, or a district level administrator.

Teachers Daily Schedule:

Teachers and Service Providers Daily Schedule (Includes all staff) - 7:30 a.m.-2:30 p.m.

Wednesdays will be early release days (For meetings) - 12:45 p.m.-2:30 p.m.

7:30-8:00	Communication with Principal or Assistant Principal	Google Meet/Zoom Check in with principals - any student or family that you have not had contact with, Concerns? student/family needs? plans ready and needs, grade level teams or individual if needed
8:00-10:00	Teacher Office Hours - Communication with families and students	Office hours where teachers will be available for any parent that has questions and to provide students support, engage with them in a variety of activities, etc. Teachers at computers/telephone making contact with individual students/emails/telephone calls - communicate with students. Is there a better time in the day when I can call and talk with a student? • Survey families to identify needs and follow through to provide for those needs. • Arrange translator for Non-english speaking families when needed. To the extent possible, provide communication with families in the language they are most comfortable. • Provide recommendations on how to support the whole child. • Solicit actionable feedback and information. Ensure all students have access to information through at least one form of communication (mail, packets, telephone, video, email) Parents can contact teachers with questions. Teachers should respond to parent emails/calls by the end of the day.
10:00-12:00	Lesson Planning - Individual and Team	Previous essential standards taught this school year.
12:00-12:45	Lunch	
12:45-2:30	Feedback/Grading	Teachers review work that has been completed, determining ways to follow up with students exhibiting difficulty, and continuing to plan and prepare based on student needs. Give feedback to students, assessing materials, creating notes for the next meeting with students, formative assessment, reviewing student summaries.