



Remote Learning Plan

Sherrard CUSD 200

Remote Learning Aims

- A focus on keeping children emotionally and physically safe, fed, and engaged in learning should be our first priority
- All students have opportunities for continued learning that focuses on critical standards
- Minimize instructional loss
- Students and families are given routines and structures to ensure they stay connected to schools and to learning

Plan Components

1. Provide instruction to all students that, when applicable, reflects state standards
2. Allow students to confer with educators
3. Address needs of students with disabilities, English Learners, students experiencing homelessness, and other vulnerable students
4. Transition back to on-site learning

Provide Instruction (matches #1 Plan Components above)

Whole Child

- Remote learning should support social-emotional, as well as academic and linguistic, development
- Consider students' home/family context – students who are home alone, who are caretakers, who are working, whose parents speak a language other than English
- Consider students' mental health – students who are coping with loss and stress
- Plan for possible illness among staff, students, or families

Lessons

- Engage multiple stakeholders and encourage cross-curricular collaboration
- Make content selections with age-appropriate expectations for time of student engagement
- Tap into students' interests, readiness levels, and learning styles
- Flexibility in pacing and assignments
- Provide timely feedback on student work.
- Students will be expected to complete tasks per teacher instruction.
- In grades 3-12, An A/B schedule will be followed so that students are not overwhelmed with work and that there is balance and continuity across the curriculum.
- It is strongly suggested for students' social/emotional well-being that teachers find ways to use digital tools to have "face-to-face" contact (i.e. students need to see your face).
- 3-5 E-learning A/B schedule
 - A days include periods Math, Science, extra
 - B days include periods ELA, Social Studies, extra

- PE, Music, ART on your normally designated day
- 6th E-learning A/B schedule
 - A days include English and Social Studies
 - B days include Literature and Math
 - PE, Music on your designated day
 - Science-follow outline given in class

K-4 Instruction Plan

In addition to the District's Remote Learning Plan components, the prek-4 schools will implement the following:

Preschool Families will:

- be provided with weekly Choice Boards, including links to online learning sites. These may be shared online or in packets. The schools will communicate pick up times and dates,
- receive packets of curriculum and play based tasks,
- receive communication from teachers via email, Remind, Class Dojo, phone calls, etc.,
- be provided with live and/or recorded video learning lessons using various online resources,
- have access to their child's teacher and principal via email on student attendance days from 9:00 - 3:30. Messages received outside of these hours will be answered during the next attendance day, at the latest, and
- return completed school work in an electronic rather than a paper format (For example, send a picture of the completed work or give an email description of completed work.).

Kindergarten - 2nd Grade Families will:

- be provided with weekly Choice Boards, including links to online learning websites. These may be shared online or in packets. The schools will communicate pick up times and dates,
- receive packets of curriculum based tasks,
- receive communication from teachers via email, Remind, Class Dojo, phone calls, etc.
- be provided with live and/or recorded video learning lessons using various online resources,
- have access to their child's teacher and principal via email on student attendance days from 9:00 - 3:30. Messages received outside of these hours will be answered during the next attendance day, at the latest, and
- return completed school work in an electronic rather than a paper format (For example, send a picture of the completed work or give an email description of completed work.).

3rd - 4th Grade Families will:

- be provided with packets and/or online documents of curriculum based tasks. The schools will communicate pick up times and dates,
- receive communication from teachers via email, Remind, Class Dojo, phone calls, etc.
- be provided with live and/or recorded video learning lessons using various online resources,
- have access to their child's teacher and principal via email on student attendance days from 9:00 - 3:30. Messages received outside of these hours will be answered during the next attendance day, at the latest, and
- return completed school work in an electronic rather than a paper format (For example, send a picture of the completed work or give an email description of completed work.).

5-6 Instruction Plan

In addition to the District's Remote Learning Plan components, Matherville Intermediate School will implement the following:

1. Assignments will be posted the first of the week. Staff will provide feedback and check-in with students throughout the work week.
2. Work not turned in will be marked as incomplete in the gradebook until turned in to the teacher. Parents will be able to view submitted/incomplete work in the Parent Portal.
3. Teachers will attempt to contact parents/guardians via email unless another preferred modality is established between the parent/guardians.
4. Staff will reach out to families of students in the case of incomplete work. Staff will log contact information in their records. This will be done to help ensure student needs are being addressed. The following modalities will be utilized: Email, phone call, communication apps, then reaching out to emergency contacts. If all communications are exhausted, a meeting will be scheduled with administration to determine further actions.
5. Remote Learning lessons will be provided.
6. Remote Learning classroom runs daily 9:00 - 3:30. Families will have access to their child's teacher and principal via email on student attendance days from 9:00 - 3:30. Messages received outside of these hours will be answered during the next attendance day, at the latest.
7. Teachers will have a Google Class for their homeroom as well as their instructional classes.

7-8 Instruction Plan (see also Appendix 2)

In addition to the District's Remote Learning Plan components, Sherrard JH School will implement the following:

Grading

- To determine the second semester grade, JH will use letter grades and convert them to Pass and Incomplete for a final grade. See the JH attached sheet.
- A grading period on Infinite Campus will be created "Remote Learning" where all work during school closure will be recorded. There will be NO formative and summative grades for the 4th quarter.
- Passing is 60% or higher. Incomplete is less than 60%.
- Exploratory class grades will be formulated from 4th quarter Remote Learning work completion. Pass/Incomplete.

Work Completion

- There will be a minimum of one assignment/assessment per week from each course/teacher.
- Assignments not completed will be marked as missing and calculated as a zero until it is turned into the teacher.
- If students do not have access to wi-fi, hard copies can be supplied through Tiger Express or mail. These packets will be assessed accordingly.

Communication

- All staff will hold Office Hours (time to talk with students live) at least once a week.
- E-mail should be considered the first choice of communication for parents, students, and staff during Remote Learning.

9-12 Instruction Plan (See also Appendix 3)

In addition to the District's Remote Learning Plan components, Sherrard High School will implement the following:

1. Students will have until April 14 to complete any missing assignments, test retakes, or any unfinished projects at which time a final third quarter letter grade will be determined. Students who received a failing grade for the third quarter will receive an Incomplete.
2. To avoid student scheduling conflicts, teachers that choose to use "live teaching" via Zoom or other technology will follow this schedule: A Day - 1st period 9:00-9:30, 3rd period 10:00-10:30, 5th period 11:00-11:30, 7th period 12-12:30; B Day - 2nd period 9:00-9:30, 4th period 10:00-10:30, 6th period 11:00-11:30, 8th period 12-12:30.
3. A grading period on Infinite Campus will be created called "Remote Learning" where all work during this period will be recorded.
 - Work students completed during the eLearning time (March 17 through March 30) will be awarded extra credit in the Remote Learning grading section.
 - There will NOT be Formative or Summative designations in the Remote Learning section; the traditional "point system" will be in place for all assignments.
 - 60% or higher is considered "passing," 59% and lower will be considered "Incomplete" until the final transition plan to in-person instruction is finalized.
4. To determine final semester grades, the attached "Remote Learning Chart" will be utilized.
5. Assignments not completed will be recorded as a "zero" until turned in to teacher.
6. Any high school packet of work needed to be picked up or delivered needs to be in the lounge no later than Thursday at noon for Friday pick up/delivery.
7. Teachers need to document weekly student participation rates and topics covered.

Grading

- Grading will be based on the principle of "no educational harm to any child."
- The core grade designations will be Pass and Incomplete. More specific information about the grading systems of the junior and senior high schools can be found elsewhere in this document.
- Grades may only increase students' academic standing
- When possible, allow students who receive an Incomplete the opportunity to make up content (e.g., when on-site learning resumes, during summer, or during August)
- Grading as feedback and communication to support learning, not as instrument for compliance

Communication (matches #2 Plan Components above)

- Students and families can communicate with their teachers through email, the Google Suite, Remind, Class Dojo, phone calls or another mutually agreed upon means.
- Students will receive a message from the teacher regularly
- A log of the message date and the type of message (e.g., email, phone call) will be kept by the teacher

Special Education, EL, Homeless, Vulnerable (matches #3 Plan Components above)

- Students with IEPs (see also Appendix 4)
Students with disabilities are particularly vulnerable during times of disruption and change. All teachers will continue to serve students with IEPs/504s to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. All decisions regarding special education must comply with guidance from the U.S. Department of Education.

Basic guidelines in working with students with IEPs/504s:

- IEPs/504s remain in place.
- Annual IEP/504 reviews will continue to take place, and teachers will need to participate in meets when invited, and provide CLF information upon request.
- Teachers and related service providers should document their work with IEP/504 students.
- Teachers and related service providers need to continue to track learning and monitor IEP benchmarks & goals.
- Documentation is focused, consistent, detailed and demonstrates a good faith effort to provide good services
- Students with IEPs/504s need equal access to curriculum. Teachers should determine the technology available to individuals and work with families and case managers to make adjustments as needed.
- Students with special needs benefit from structure, consistency, ongoing motivation, and excel when relationships with adults/peers are strong.
- Case managers & paraprofessionals can assist teachers with tailoring instruction to meet student needs.
- Related service providers (speech, social work, paraprofessionals, tutors, hearing/vision itinerants, PT/OT, etc..) will still work with IEP/504 students. Their work is essential during remote learning. By contacting students/families, they can provide continued learning opportunities for students and help meet the needs of students with disabilities.
- School social workers, therapists, and counselors are a great resource for students with intense social-emotional needs. Roles include:
 - Contact students individually (check-in calls).
 - Creating activities that support students with stress/anxiety reduction and other SEL (social emotional learning) opportunities.
 - Provide resources for families/students in need of assistance
- Paraprofessional/tutor roles:
- Work with teachers to assist in contacting students/families
- Chunk activities; provide students a work schedule; structure ways students can approach their learning assignments.

English Learners (matches # 3 Plan Components above)

There are four components of English Learner education: listening, speaking, comprehending and writing. When designing activities for Multilingual Learners, educators will consider students' levels of language proficiency. Educators will consider how to leverage the culturally and linguistically diverse backgrounds of the families and design activities around thematically based topics. Rich, authentic oral interactions will deepen students' learning. It is important that educators are mindful that students' essential needs are met prior to asking them to engage in instructional activities. These essential needs include physical safety, nutrition, and emotional care.

Transition (matches #4 Plan Components above)

A plan for transitioning the students to the in-person classroom setting will be developed when information about the duration of the school closure becomes known. A determination will be made about an endpoint for incomplete work.

Appendix 1

Supporting Sherrard School District Student Engagement in Remote Learning Our Shared Responsibilities	
District Responsibilities	<ul style="list-style-type: none"> • Develop thoughtful, accessible remote learning plans using stakeholder input, when possible. • Support school in planning and implementing remote learning plans. • Help school identify needed resources in the community. (academic, health, social emotional)
School Responsibilities	<ul style="list-style-type: none"> • Implement remote learning plans • Communicate regularly with all stakeholders. • Support teachers in planning and implementing remote learning plans. • Help families find needed resources in the community (academic, health, social)
Teacher Responsibilities	<ul style="list-style-type: none"> • Make remote learning activities available in a timely manner. • Be available at scheduled times to answer student/caregiver questions. • Provide timely feedback on student work. • Communicate regularly with students. • 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.
Student Responsibilities	<ul style="list-style-type: none"> • Review assigned work. • Complete your assigned work by the due date. • Ask clarifying questions when you need help or don't understand. • Be respectful to yourself, teachers and peers.
Parent/Caregiver/ Family Responsibilities	<ul style="list-style-type: none"> • Review work assigned to the student. • Reserve a space for students to complete remote learning work. • Encourage students to get enough sleep. • Set sensible time limits for technology use. • Talk to students about their work every day. • Help students establish and follow regular daily routines.

Appendix 2

Remote Learning Chart Junior High

	3rd Quarter Status	Remote Learning Activity	Final Grade
Scenario 1	Student passed (P) 3rd quarter	Student receives a 60% or above	Student passes (P) the course Student earns the % grade for transcript. Final grade could be calculated from weights based on time spent in remote learning.
Scenario 2	Student failed 3rd quarter	Student improves 3rd quarter grade asking the teacher for tasks to replace low scores (P) Student completes 4th quarter Remote Learning tasks with a 60% or above (P)	Student earns the % grade for transcript. Student passes (P) the course.
Scenario 3	Student failed 3rd quarter	Student receives less than 60% (I)	Student receives an Incomplete (I) for the semester. An I grade requires an alternate learning plan which can include PLATO, repeating the course, or summer school.
Scenario 4	No Grade	Student is enrolled in a 4th quarter Remote Learning Exploratory course	Pass or Incomplete
Scenario 5	Student is enrolled in an advanced course with a grade less than 80%.	Student must complete remote learning assignments with a 70% or higher.	Student may be required to document qualifications for continuation in an advanced course.

Appendix 3

Remote Learning Chart Senior High

<p>Scenario 1</p>	<p>3rd Quarter status Student is passing P 3rd quarter</p>	<p>Remote Learning activity Student receives a 60% or above</p>	<p>Final Grade Student passes P the course OR Student chooses to accept the % grade for transcript. Final grade could be calculated from weights based on percentage of weeks spent in remote learning.</p>
<p>Scenario 2</p>	<p>Student is not passing 3rd quarter</p>	<p>Student improves 3rd quarter grade by asking teacher for tasks to replace low scores: P</p>	<p>Student passes P the course</p>
<p>Scenario 3</p>	<p>Student is passing/not passing 3rd quarter</p>	<p>Student completes 4th quarter E learning tasks with a 60% or above: P Student receives less than a 60%: I</p>	<p>Student receives an incomplete I for the semester and must take summer school or be re- enrolled in the class second semester of the following school year? Or take PLATO.</p>

SHERRARD Individual Remote Learning Plan for Students Eligible for Special Education

Date: _____

Student Name: _____ **DOB:** _____

Serving School: _____

Date Parent/Guardian Contacted: _____

Name of Parent/Guardian Contacted: _____

Name of Staff Member Making Contact: _____

<p>How does the student's disability impact learning in the remote learning format?</p> <p>*Refer to ISBE's "Remote Learning Recommendations During COVID-19 Emergency" (March 27, 2020) pg. 17.</p>	
<p>Ability to access remote learning and primary/preferred mode of access.</p> <p><i>*If no access to the internet a learning packet will be made available at a mutually agreed upon pick up site or delivered via Tiger Express.</i></p>	<p>Does the student have access to the internet?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does the student have access to a device?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>What type of device?</p> <p><input type="checkbox"/> Ipad <input type="checkbox"/> Chromebook <input type="checkbox"/> Laptop/desktop computer <input type="checkbox"/> Phone <input type="checkbox"/> Other: _____</p>
<p>Preferred types of activities.</p>	<p><input type="checkbox"/> Packet work <input type="checkbox"/> Online learning <input type="checkbox"/> Zoom or Google Meet calls <input type="checkbox"/> Other: _____</p>

Supports, accommodations, consultation, and services will be provided to ensure access to academic materials and help the student **make continued progress on IEP Goals and Objectives.**

<p>Which IEP goals will be addressed?</p>	<p>Please list the goal # and goal type (i.e. Goal #2/Math):</p> <p><input type="checkbox"/> Goal # ___/_____</p>
<p>Detail accommodations and other supports that are necessary to access the academic materials being made available during this time.</p>	
<p>Schedule of special educator/related service provider direct instruction and mode of delivery. (i.e. phone call, video call, paper packet, etc.)</p>	<p>Service Type:</p> <p>Mode of Delivery:</p> <p>Schedule: (minutes per day/week/month):</p>
<p>Parent agrees with Remote Learning Plan?</p> <p>Date Remote Learning Plan initiated:</p> <p>Parent declined Remote Learning Plan?</p>	<p><input type="checkbox"/> Yes</p> <p>_____</p> <p>Reason:</p>