Edwards County CUSD #1

Remote Learning Plan

For the Fall of 2020, in-person learning is highly encouraged by the Illinois State Board of Education (ISBE). However, ISBE has stated that remote learning must be made available to all students in districts that have opted to return to in-person learning. Remote learning occurs when students and teacher are separated psychically; and blended remote learning is defined as an instructional program involving both in-person learning and remote learning. Edwards County Schools recognizes that in-person learning cannot solely be replaced by remote learning, as a result, the District will provide a blended approach where remote learning will be optional to all students.

The table below outlines district, school, teacher, student, and family responsibilities to support and encourage student engagement during remote and blended learning.

Responsibilities	
District Responsibilities	- Review board policies to ensure they do not prohibit remote/blended learning. - Develop thoughtful, accessible blended remote learning day plans using stakeholder input, when possible. - Support schools in planning and implementing remote learning plans. - Help schools identify needed resources in the community (academic, health, social, emotional). - Develop a district wide social-emotional learning plan
School Responsibilities	- Implement blended remote learning plans. - Communicate regularly with all caregivers and stakeholders - Support teachers in planning and implementing remote learning plans - Help caregivers develop skills necessary to support remote/blended learning and find needed resources in the community (academic, health, social) - Develop a plan to check on students' well-being
Teacher Responsibilities	- Plan for modified in-person and/or blended remote learning as applicable. - Be available at scheduled times to answer student/caregiver questions. - Provide timely feedback on student work. - Communicate regularly with students and caregivers. Make sure to ask questions that will provide information to the student's mental and physical well-being. - Uphold your duties as a mandated reporter, even when teaching remotely

	• Regularly ask students if they have questions or need help and demonstrate that you are a trusted adult supporter • Provide a range of meaningful, differentiated learning opportunities that meet the needs of all learners during a period of remote or blended learning. • Provide regular feedback to students on progress related to learning activities.
Non-Teaching Faculty and Staff Responsibility	• Conduct regular wellness checks via phone and in-person, when possible, on teacher-identified groups of disengaged students. • Deliver instructional materials, digital devices, etc. to students and caregivers who do not have transportation. • Form support groups to encourage social interactions for students struggling with the change in learning environment. • Uphold your duties as a mandated reporter, even when working remotely. • Conduct small group, research-based counseling sessions to support students' social, emotional, and behavioral health. • Form parent support groups to help caregivers navigate remote and blended learning expectations, technological challenges, employment challenges, etc. • Provide academic and emotional support to students before, during, and after class sessions. • Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction, etc.). • Participate in virtual/remote classrooms to better assist student during class times or online availability. • Collaborate with classroom teacher(s) on content and delivery systems.
Student Responsibilities	• Review assigned work. • Complete assigned work by the due date. • Ask clarifying questions when you need help and communicate if you are struggling emotionally, physically, or academically. • Be respectful to yourself, teachers, and peers. • Comply with new health and safety policies. • Take care to get enough rest and commit to self-care.
Parent/Caregiver Family Responsibilities	• Review syllabi, digital learning platform expectations, deadlines, etc.

	- 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. - Set a schedule to help students establish and follow regular daily routines. - Request technological support, as needed. - Encourage students to follow the school's/teacher's behavioral expectations while engaged in learning.

To accomplish our goals during this time of Remote Learning, Edwards County CUSD #1 upholds the following principles:

- All Students and families should have access to quality educational materials and the supports needed to successfully access those materials.
- Given the digital divide, schools will provide digital and non-digital access to content.
- It is imperative that students and schools/teachers maintain personal connection that support 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

Below are the components that the Remote Learning Plan must address along with how the district plans to meet each requirement.

1) **Accessibility of the remote instruction to all students enrolled in the school or district.** Digital and non-digital methods will be utilized to provide students with the resources and the assignments needed for remote learning. For students in grades 2nd - 12th grade, chromebooks will be provided to those students who need a device in order to complete the on-line assignments. In addition to on-line learning activities, some students will receive non-digital activities of learning to further enhance their learning. It is strongly recommended that only students who have or have the ability to have digital means opt for learning as this will provide the greatest educational experience. While it is strongly discouraged, students who do not have access to digital means have the option to remote learning as well per ISBE. In these cases, the District will look at options to provide a digital curriculum to the student.

   During the remote learning days, the school district calendar will be followed. In order to assist students and families, teachers will utilize the school website (www.edwardscountyschools.org) to list lesson plans and student expectations, other methods may be used as well.

2) **When applicable, a requirement that the Remote Learning Days activities reflect the State Learning Standards.** The on-line and hard copy activities that are assigned 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 for each subject and grade. Teachers will use ISBE and Edwards County approved remote learning recommendations to assist in their lesson preparation regarding student engagement. Guidelines have been provided to assist in this area. Student learning will be that of a normal school day. Teachers will introduce new concepts and standards as if the student was in a normal in-person setting. For this reason, it is extremely crucial students have a digital platform so their education can continue and progress as it would in the typical in-person learning setting.

3) **Means for students to confer with an educator, as necessary.** During full time remote instructional days, each teacher will be monitoring logins with Google Classroom or another educational program to track student activity. Teachers will be available to communicate with students/parents as needed from 9:00 a.m. - 2:00 p.m. each day unless other arrangements have been made with the students. Communication used during remote learning days may include Google Classroom, Zoom Meetings, e-mails, phone calls, social media posts, or other district approved communication tools.

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.** It is recommended that these student have in-person learning on a daily basis to address learning issues. However, if student/family has opted for remote learning, consistent communication with students with special needs will be provided through e-mail, phone calls, or other district approved communication tools to the best of the teacher's ability. Staff will document their efforts to ensure ongoing growth and progress and to continue serving these 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, the staff will be able to assess the students' understanding of concepts.

   If the State/District moves to full remote learning, a Planning Day may be utilized the day preceding student return to assist with the transition back to in-person learning.

Employee Report to Work

During a school closure, all essential employees may be required to report to work if safety and health conditions allow. If instructional employees are unable to report to work, they are expected to be engaging students with activities and instructional lessons from 9:00 a.m. to 2:00 p.m. The 2020-2021 school calendar will be followed for work and student attendance days.

Opting for Remote Learning

Students who have opted for remote learning should have access to a reliable internet service and a device as this will provide for the greatest educational experience. Since remote learning is optional for all students, per ISBE guidance, students who do not have reliable service will need to notify the technology department to see if measures can be put in place to address this issue. Digital inequity, causes many issues for remote learning and it is a priority of the State and District to attempt to address these inequities to the best of our ability. In cases where internet connectivity is not an option, it is highly discouraged for students to opt for remote learnings, however, as it currently stands with ISBE this is an individual option. In these cases, students will be expected to complete non-digital learning activities. This option is highly ill advised as will not offer the same educational experience as a digital one.

All work must be completed in a timely fashion and be submitted electronically or delivered to the school within the timelines as established by the teacher. Students who miss deadlines will be subject to the same consequences as those who are in the in-person setting.

Instruction

During remote learning, students are expected to have 5 clock hours of instruction/activities with at least 2.5 hours of synchronous learning consisting of real-time instruction and interaction between the students and their teachers. It is recommended the teacher record digital activities, so they may be revisited and viewed at a later date. Not only will this assist remote learners but this will be a good study tool for in-person learners as well. It is understood that in some classroom settings this may not be feasible. In these cases, the teacher will implement measures to address the needs of all students.

The additional time can be composed of independent work, projects, etc. In a given day, a student should have approximately 5 clock hours of instruction from all of their combined class activities. Due to various logistical reasons, the clock hour requirement will fluctuate on a daily basis but this is the standard that the District will operate by as teachers are planning. Some days may be a little less while others may be a little more. Students will be expected to complete all activities assigned

Students will be expected to login to classroom activities daily and at specified times to participate in class activities. If students are unable to meet this expectation, a justifiable reason

must be presented and approved by the building administrator and teacher(s). This is not a recommendation but an expectation of digital remote learning.

Grading

Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. Feedback must be actionable and specific. Feedback that is actionable provides students with something they can do to improve their assignments or project toward deeper attainment of the aligned standards. Specific feedback helps student's to know in detail what improvement is needed. Keeping feedback to the goal of mastering a standard or content will encourage and motive the students to apply themselves. 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 can learn without grades but they cannot learn without feedback. Grades will be issued as though school were in session and the board approved grading scale will be used. Students will be expected to complete all work as in a traditional setting and meet all deadlines. Teachers will provide the necessary feedback required in order for the student to improve his/her work.

Remote Learning Setting

It is important not only for the at home remote learner but the other remote learners and the students who are in-person learning that there a no surrounding distractions either audibly or visually. When participating in remote learning, please pick a location that limits distractions as this is not only educationally best for the remote learner but respectful to the other participants and in-person learners.

Student Attendance

During remote learning, daily student attendance will be tracked by the logging in daily to Google Classroom or another platform that the teacher is utilizing. For students who do not have digital means, participation and completion of school assignments will be for used for attendance. This data will help teachers identify which students may need additional outreach or support to engage in learning. Daily participation in remote learning is required, unless other arrangements have been made in advance. These arrangements will be the exception and not the norm while in blended learning.

Students who fail to login at designated times will be counted absent from that class period. Students who are late to login will be counted tardy just as though one would be in an in-person class setting. Teacher expectations will be established by the teacher. Due to unique circumstances, there may be accommodations that will affect individual students.

Dress Code

School appropriate attire must be worn when participating in virtual remote education activities. Considering these sessions will be live, and in some cases recorded, students must dress appropriate to limit distractions or other unforeseen issues.

Social-Emotional Health

We recognize these are very difficult, trying times for our students and must be understanding and aware of the struggles that some may be dealing with. Students may be experiencing life events which are enabling them from participating/completing school work, leading to added stress in their lives. The social-emotional health and well-being of Edwards County students are of the utmost priority and the tracking of active lesson engagement will help monitor those who may be having a difficult time. Teachers will attempt to stay in contact with their students as much as possible to assist in the monitoring of students safety and well-being. If there are student concerns, faculty and staff should contact school administration or guidance.

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. Students participating in remote learning at ECHS must have college approval to participate in remote learning for classes offered off ECHS campus. Students who wish to drop a dual credit class may discuss their options with Mrs. Biggs.

Nutrition

Students who opt for remote learning will be eligible for breakfast and lunch but will be required to pick up their meals. Meal fees will be based upon free/reduced lunch eligibility. Students who do not qualify for a free/reduced lunch, will be required to pay the full price as established for the school year.

Code of Conduct

Remote learners will be held to the same high standard of conduct as in the in-person setting. Students who are disruptive during remote learning settings will be disciplined and may lose their ability to participate in virtual remote learning. Students who are disruptive will be dealt with on a case by case basis.

ECHS Remote Learning Expectations

1. Check your e-mail prior to entering class for any information or links for the day's class. Turn on notifications for your school e-mail.
2. Login to the google meeting at least 2 minutes before class is to begin. The google meeting will be recorded therefore mute yourself until the teacher asks you to unmute, you must show your video, be aware of your background and room noise, dress appropriately, be attentive during the lesson, you may not use your cell phone during class, inappropriate conduct during the meeting will result in your removal, private chats with teacher only unless otherwise directed and ask questions when you need to do so.
3. All assignments have due dates which must be adhered to. See late grade policy in our classroom rules. Homework is going to be submitted digitally using a google slides presentation as your binder. Your images must be readable or they will be returned with zeroes for incomplete.
4. Students are to participate in class and will be called upon to answer questions the same as if you were in class.
5. If at some point during the class, if the teacher feels you no longer need to be in attendance then they will dismiss you. Do not logout until you are told to do so.
6. Students are responsible for having an internet connection that is reliable for live streaming and screen-casting. If you lose connection, you must log back in immediately. However, consistently losing connection will result in an office referral.
7. You may be asked to present to the class via google meets.
8. All school rules apply and are subject to change.