Hamilton County CUSD #10 Remote Learning Plan for COVID-19 Shutdown

Purpose
Due to the unprecedented shutdown of all Illinois Public Schools due to COVID-19, the district is now providing learning opportunities at home for our students, which we are referring to as a Remote Learning Plan. Fortunately, with the technology capabilities of our school district we have the capacity for all stakeholders in our schools to successfully implement this program more efficiently in the beginning. We know that this is new to everyone, and our plan is to implement regular checks with our stakeholders to determine if and how we can improve this process. We encourage all members of the community, including our staff, to be lifelong learners. This is a great opportunity for us to be models for our students.

Timing
Our new Remote Learning Plan will be very similar to the educational opportunities we deployed during the Act of God days (March 17-March 30), and will be going into effect beginning March 31, 2020.

Communication/Availability
We expect teachers to be available to be in communication with students throughout any Remote Learning Plan Day. Minimal teacher expectations are to monitor their email and/or Google Classroom from 9:00am-11:00am and 1:00pm-3:00pm. Our Remote Learning Plan Days are purposely set up as an asynchronous experience to provide flexibility for both the students and the staff.

Attendance
Teachers will not be taking attendance online or from the students' completed assignments. While attendance is not being taken, we still emphasize and encourage daily interaction with instructors to maintain a continuity of learning and instruction. As a result, students who are conducting their Remote Learning online through Google Classroom should try to check in daily on the Remote Learning Days.

Instruction
Remote learning can be real-time or flexibility timed, and it may or may not involve technology. It is fully acceptable for any teacher to utilize a blend of real-time, flexibility timed, technological and non-technological options. Our staff has been asked to prioritize the state learning standards, and focus on the standards that are pertinent to moving forward in the future when we are allowed to utilize face to face instruction, or what will best benefit our students that will be moving on to another building, post secondary instruction, or a career next year.

Research Based Instruction
In general, student work on a Remote Learning Day will be based upon Research Based Instruction. Some examples of Research Based Instruction appropriate for Remote Learning include but are not limited to:

1. Setting Objectives

2. Reinforcing Effort/Providing Recognition
3. Cues, Questions & Advance Organizers
4. Nonlinguistic Representations (Graphic Organizers)
5. Summarizing & Note Taking
6. Identifying Similarities and Differences
7. Generating & Testing Hypotheses
8. Homework for later grades with minimal parental involvement with a clear purpose
9. Scaffolding Instruction
10. Student practice
11. Individualized Instruction
12. Inquiry-Based Teaching
13. Concept Mapping
14. Reciprocal Teaching
15. Promoting student metacognition
16. Teacher clarity (learning goals, expectations, content delivery, assessment results, etc.)
17. Setting goals
18. Higher-level questioning
19. Learning feedback that is detailed and specific
20. The Directed Reading-Thinking Activity
21. Question-Answer Relationship
22. KWL Chart
23. Comparison Matrix
24. Anticipation Guides
25. Response Notebooks
26. Student Reflection

Instructional Time Expectations

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: 30 minutes/day Total: 180 minutes/day	1-2 subject areas or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 180 minutes/day	1-2 subject areas or class

Further, we encourage teachers to give additional optional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects) as long as it is made clear to students and families that the work is optional and will not negatively impact a student's grade. Students will have the opportunity to redo, make up, try again to complete, show progress, or attempt to complete work assigned. Also, we will be encouraging alternate methods of assessment moving forward.

Suggestions for Additional Activities				
MInd	**Body**	**Spirit**	**Environment**	**Family**
● Reading, e.g., independent reading, listening to someone else read, audiobooks ● Puzzles, Word Searches ● Write a story or in a journal ● Count money ● Draw a map of your neighborhood ● Building with blocks or Legos ● Listen to a podcast ● Watch a documentary	Take a walk ● Dance ● Exercise ● Fine/gross motor activities ● Stretch or do yoga ● Play a sport	Listen to music or sing ● Playing (inside or outside) ● Creative arts ● Coloring or drawing ● Imaginative play ● Meditate ● Do something you've been avoiding	● Clean up your room ● Do age appropriate chores ● Gardening ● Fix something broken ● Take care of pets or plants ● Cook or bake	● Write a letter to someone ● Play board games with a family member ● Tell jokes or riddles ● Build a fort and tell stories in it ● Offer to help someone

Additional engagement is especially important for primary grades, where it is not developmentally appropriate to expect a student to attend to academic tasks for a long period of time. Instead, students and families should be supported in having access to varied enrichment opportunities. In addition, students and families are encouraged to support academic skills and social-emotional health through activities that extend beyond assigned remote learning work.

Remote Learning Planning Days
We will be encouraging and facilitating cross-curricular collaboration amongst staff through the use of Remote Learning Planning Days. These days will be announced as far in advance as possible so that staff, students and families can prepare accordingly.

Common Platform
ISBE recommends a common platform for communication and instruction. Therefore, due to the district being a Google district, we will be using Google Classroom and Google Meet to maintain continuity and consistency through this period.

Grading
Student work during the suspension of in-person instruction will not negatively impact a student's grades or otherwise impact a student's academic standing. Grading is defined based upon the principle of _no educational harm to any child._ The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.
Students should have the opportunity to have their grade reflect achievement if they are demonstrating success with remote learning. Student's current grade in the current system of the district is maintained or improved and does not decrease. This is provided the student demonstrates continued engagement and ability at a passing level after the transition to instructional remote learning days. Students can improve grades as they demonstrate proficiency/mastery/attainment of prior and future skills and work.

Grading is defined as:
• Meaningful feedback
• Assessment of learning (summative)
• Assessment as learning (self-assessment)
• Assessment for learning (formative)
• Student/teacher partnership (home)
• Criteria for work and expectations (exemplars)
• Confidential
• A dialogue
• Part of the learning process
• Reflective
• Coaching
• Purposeful
• Supportive
• Focused on student growth
• Individual
• Differentiated

Student Responsibilities
● 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
● Dress appropriately during virtual instructional periods with teachers and peers

Parent Responsibilities

- 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

Student Services

The district will document all the best efforts being made under the current emergency conditions with IEP students and/or students with 504 plans. We will structure student engagement in learning according to age appropriate thresholds, align to standards, and be relevant and appropriate for each student.

General Expectations

One of the best pieces of advice offered from other states is to not overwhelm students with work on these days. Student work will be relevant, meaningful, and manageable for them. Should a circumstance, such as a power outage, not allow a student to complete the assignment, that student will be given adequate time to make up the assignment *without penalty*. If a student does not have access to the internet or required technology to complete the work, a non-electronic method of completing the work (ie. a task or activity) will be provided to the student.

Support

Should teachers or students encounter any technical issues on a Remote Learning Day, the technology staff and the administration will be available as they are also working during the Remote Learning Day. All K-12 instructional staff either have their own device or have been provided with a district device for Remote Learning.

Two-Way Communication

As you all know, we are in uncharted waters without a compass. We are proceeding in a manner that we believe is in the best interest of our students, our families, and our community. However, we know that there is a good chance that our program will change in the near future as we implement different instructional techniques that our staff might not have ever tried before. As a result, we are going to be communicating frequently with stakeholders.

We are going to encourage our staff and teachers to teach communication to our students. In order to get better, we need feedback. A student's ability to communicate HOW or WHY something is not working is the only way we can use that feedback to improve. If you hear your child saying they are frustrated or they don't understand, ask them WHY or HOW, and to try to come up with a couple SOLUTIONS to make it better. Not only will that help our staff adjust more quickly and effectively, you will be assisting in teaching your child effective problem solving skills.

We will also be surveying families, staff and students regularly for feedback. Please take the time to fill out our surveys. We rely on those responses to evaluate our effectiveness.

Transition Back to Traditional On-Site Instruction

This will be an important aspect when we are able to return to face to face instruction. However right now, the district's focus is to provide the best learning opportunity for our students as possible in the immediate future. Therefore that will be the district's focus. Once a transition plan is developed, it will be added to this plan and announced to all stakeholders.