



**Germantown Hills School District #69**  
**Remote Learning Plan**

## **Rationale**

Remote Learning is designed to:

- Maximize student learning in a challenging situation.
- Focus instruction on student retention of skills and on **Heart Standards**.
- Communicate a commitment to our high educational standards through regular and meaningful contact with each student and/or family.
- Promote independence and responsibility for our students as learners.
- Take into consideration the varying **family/home contexts** of our students.

## **Heart Standards**

For the purposes of this document, Heart Standards refers to the standards that are most significant for student success in subsequent years. Teachers will use their discretion in prioritizing what new content will be presented to students. Differentiation will be used as much as possible.

## **Family/Home Context**

For the purposes of this document, Family/Home Context means taking into consideration the following factors:

- Students who are home alone while adults are working
- Students who are caretakers for siblings or ill family members
- Students who work to help support their family
- Students who have special education needs (e.g., children with an IEP, 504 plans, Tier II and III students, etc.)
- Students who are coping with the illness or loss of a family member
- Students who are struggling with anxiety or depression
- Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children
- Providing flexible ways for students to work on retaining previously learned skills as well as any Heart Standards that are presented.
- Providing clear, consistent and reliable ways for students and parents to receive support from teachers.

## **General Roles and Responsibilities During Remote Learning**

### Superintendent Responsibilities

- Develop thoughtful, accessible remote learning 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).

### Principal Responsibilities

- 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

- 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.
- Collaborate with grade-level or department peers in order to share and work more efficiently. Collaboration should also ensure more consistent content and presentation of learning activities.

#### Special Education Teacher Responsibilities

- Focus of instruction should be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- Ensure communication between special and general education teachers, case coordinators, teacher assistants, and clinicians to support students in accessibility and in meeting their IEP benchmarks and goals.
- Collaborate with general education teachers, related service members, and other Special Education Teachers. Collaboration should be for ensuring consistent content, presentation of learning activities, and consistent support/service.

#### School Guidance Counselor Responsibilities

- Counselors need to collaborate with the staff. Collaboration should be for ensuring consistent access to resources for students and staff across the district.
- Counselors should find interesting and unique ways to engage students and staff in the resources. For students and staff who are not active, pursue them to find ways to engage them. Some students and staff may never engage, but you should never stop pursuing them.
- Assist in communicating with students and parents/guardians.

#### Paraprofessional Responsibilities

- Assist in contacting families (in accordance with district policies) and helping with work.
- Chunk activities; provide students with work schedules and other more structured ways to approach their learning goals.
- Assist in increasing engagement of our students by increasing the frequency of contact with them.
- Collaborate with teachers in order to ensure consistent content and presentation of learning activities.

#### 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.

#### Parent/Caregiver/ Family 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

### **Professional Development**

The administration will solicit professional development needs from all staff. All staff will communicate any professional development needs they feel are needed to administration. All professional development will be prioritized as being essential for the implementation of Remote Learning.

### **Student Attendance**

While teachers will not be taking attendance in a traditional sense, they will monitor student engagement and participation. Teachers are responsible for gauging how often each student is involved and determining the appropriate response to those students that are not engaged. This is one measure in determining whether a student receives a “Pass” or “Incomplete” (see Grading below).

### **Curriculum**

Instruction for the remainder of the 2019-2020 school year should focus on the retention of skills and **Heart Standards** as prioritized by teachers. This content should be clearly communicated to students and their families, along with the expectations for passing.

Students need to know when and how content/assignments are available:

Content/Assignments should:

- Focus on English/Language Arts and Math in grades K-5.
- Provide activities from the PE and Specials teachers to promote mind, body, spirit, environment and family.
- Be well-communicated so that students know when they are coming.
- Be aligned to standards, with a focus on prioritizing **Heart Standards**.
- Allow students to provide evidence that learning has occurred.
- Provide opportunities for students to be creative.
- Allow students to demonstrate mastery of standards in new/different ways.
- Asynchronous: Material that is posted for a student to work on at his/her own pace.
- Synchronous: Material that a group of students, or a student and teacher, are all interacting with in real-time.

### **Grading**

On March 27, 2020, the Illinois State Board of Education issued a directive that indicates that student work completed during the suspension of in-person instruction must not negatively impact a student’s grades or otherwise impact a student’s academic standing. Student work can only count to increase a student’s academic standing.

During Remote Learning, teachers will be giving feedback on assignments and checking for completion. For each subject, students will receive a final grade of “Pass” or “Incomplete”. If a student does not do the work, or if the work is not done at a passing level the student will be given an “incomplete.” This incomplete will stay in place until the work is completed or brought up to the level of passing.

### **Incomplete Grades**

In cases where a student receives an incomplete, he/she will be given an opportunity to either make up the work that was not completed or bring up the work to a level that would be considered passing by the instructor.

### **Parent Contact**

Parents should be contacted:

- To ensure that students have a quality educational environment in the home and a set time and place for learning.
- To verify that educational activities are being received and to encourage student participation.
- To ensure that their student understands the expectations of the educational activities.
- To communicate the student's progress and participation in the educational activities.
- To get the parents' perspectives on the effectiveness of distance learning in general.

### **Weekly Schedule**

During the extent of the Remote Learning Plan, the weekly schedule will be as follows:

- Monday-Teacher Planning Day
- Tuesday-Thursday- Instructional Days
- Friday- Student Work Day, Individual and Small Group Instruction, and Re-teaching, IEP meetings, etc.

*Please note that there will be no Remote Learning on April 10<sup>th</sup> as we were off of that day already.*

### **Transition Back to In-Person Instruction**

It is unclear when/if schools will be able to transition back to in-person instruction during the 2019-2020 school year. When/if Germantown Hills School District is able to move back to in-person instruction:

- The new grading policies will remain in effect for all work that was assigned during the "Stay-at-Home" order.
- Students who are not on target to "Pass" specific standards will be given an opportunity for meeting the expectations to pass those standards. This will include utilizing our Problem Solving Process.
- Traditional grading will resume once in-person learning is reinstated.