

Whiteside SD #115

Remote-Learning Plan

During an unforeseen emergency that requires Whiteside School District to be forced to close long-term (more than 5 straight school days), the educational staff will provide students with assignments that provide for a remote or an e-learning experience.

Remote Learning Plan Summarizations:

- In the event that there is an emergency school closure expected to last for multiple days (longer than 5 straight days), a combination of a Remote and E-Learning program will be implemented beginning on the second day of the known extended closure.
- Teachers will utilize the first day of the closure to prepare distance learning lessons. This includes the creation/copying of packets as well as the creation of e-learning formats and platforms. If the closure continues, teachers will be expected when applicable to return to the school to create and/or update additional packets. E-learning modules will be updated remotely by teachers. The district will implement a remote-teacher's plan-day every 7 school days of an extended closure to allow teachers to prep and create additional packets as needed. (the district facilities will be opened to teachers' dependent on the type of school closure)
- Each grade level will provide remote learning packets, which include a combination of multiple assignments from different subject areas, and/or a similar combination of electronic assignments for courses missed during the school closure.
 - The extent to which student participation during the closure is within the student's and /or family's control as to the time, pace, and means of learning. Whiteside School District will employ the following daily student participation guidelines based on these grade level criterion:
 - Pre-K students will be engaged for approximately 20-60 minutes.
 - Kindergarten students will be engaged for approximately 30-90 minutes.
 - Grades 1-2, students will be engaged for approximately 45-90 minutes.
 - Grades 3-4, students will be engaged for approximately 60-120 minutes.
 - Grades 5-8, students will be engaged for approximately 90-180 minutes (ex: 45 min for ELA, 45 min for Math, 30 min for Sci, 30 min for Social Studies and 15 min for PE and 15 mins for Specials).
- Any parent of a child who does not have internet access or a device to access the internet should contact the building principal so that a hardcopy of the remote learning packet can be provided.
- Beginning on the second day of emergency closure, teachers will provide a digital platform for instruction for those students NOT requiring a hardcopy of the remote learning packet.
 - Whiteside Elementary School students will utilize Moby Max and other classroom website learning modules as directed by the teacher.
 - Whiteside Middle School will utilize Google classroom/Google hangouts to provide an e-learning experience for their students.

- Communication of these items will be through district e-mail. Daily assignments/learning activities will be posted for students by 10:00 am.
 - Pick-up of paper copies will be at each school and be directed by the principals. Times will be determined due to the emergency type and overall safety of students and staff. This information will be communicated to families from the district administrative team.
- Teachers will be available to students via email and Google Hangouts from 8:30-1:30 on each school day that classes do not meet. Within that time, teachers should respond to all communication from students and parents as soon as possible or prior to the close of the following school day.
- Lessons generally equivalent to a class session are provided to students daily. Due dates for all assignments are communicated to the students along with the lesson. While it may not be possible for the lessons to mirror what would be presented in class, all assignments should be relevant and manageable. Long-term projects are presented in a manner that students are aware of what should be completed each day to be on pace to complete the project by the due date.
 - In the event a student experiences technical difficulties, that should be communicated to the teacher at the earliest possible opportunity and due dates will be adjusted accordingly.
- During a long-term emergency school closure, student work that is completed during the suspension of in-person instruction will **NOT** negatively impact a student's grade. However, District 115 will explore all possible ways in which remote packets and/or completed e-learning lessons can only positively impact a student's grade. This may include but is not limited to a pass/fail scenario, extra-credit/bonus, and/or a complete/incomplete grading scenarios. The district administration reserves the right to make the final decisions based on the length and type of emergency school closure.
- Students who receive accommodations through special education or 504 plans will be provided with accommodations equivalent to those outlined in their IEP or 504 plan. Special education teachers and case managers will work with general education staff to determine the appropriate accommodations as needs arise. Special education case managers will contact students to determine the appropriate method for providing assistance during the assigned work time. Help can be provided via email, telephone, and/or Google Hangouts.
- Counselors, and therapists along with other related service providers will contact students/parents to arrange a suitable home-based program. As appropriate, services may be delivered via Skype or other suitable electronic means.

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EXPECTATIONS

Student Expectations for Emergency Remote-Learning Days:

- Check your email every morning if you are utilizing the e-learning option, or complete any paper remote packets if you do not have internet access.
- After you check in, access your assignments for each of your classes through Google Classroom or the instructions your teacher emailed you.
- Remote Learning Packets – the packet is designed for multiple days of work and the student should pace themselves during the extent of the closure. If the closure continues, additional remote learning packets will be created and available to students.
- Complete all of your assignments by the due date your teacher provided.
- E-learning will be turned in to the teachers by the due date online.
- Remote learning/paper copies will need to be returned on the first day students return to school.

Teacher Expectations for Remote - Learning Days:

- In the event that there is an emergency school closure expected to last for multiple days, a Remote-Learning program will be implemented beginning on the second day.
 - Teachers will utilize the first day of the closure to prepare distance learning lessons. This includes the creation/copying of packets as well as the creation of e-learning formats and platforms. If the closure continues, teachers will be expected when applicable to return to the school to create and/or update additional packets. E-learning modules will be updated remotely by teachers. The district will implement a remote-teacher's plan-day every 7 school days of an extended closure to allow teachers to prep and create additional packets as needed. (the district facilities will be opened to teachers' dependent on the type of school closure)
- Beginning on the second day of emergency closure, teachers will provide a digital platform for instruction. This may be Moby Max (elementary), Google Classroom/Hangouts (middle) or another online platform **familiar to the students**. Communication through district e-mail is acceptable, however, Google Classroom is strongly preferred. Daily assignments/learning activities need to be posted for students by 10:00 am. during the school closure.
- Grade levels of younger students not utilizing digital platforms or students who may not have access to the internet or a device may have materials (paper copies/remote learning packet) prepared and ready to be picked up at a designated location. Times and pick up modalities will be determined by the building level principals and the type of

closure based on the health and safety of all whom are involved.

- Assignments/learning activities should be provided and designed around the engagement minutes notated below. Please make sure that the assignments are manageable and relevant for all students. Examples include, but are not limited to, reading assignments, video assignments, interactive lessons, and special projects, and etc.
 - It is not reasonable to expect to recreate what you would be doing in the classroom; be creative AND think outside the box! There are many digital learning companies offering their resources for free to teachers right now. If you need ideas, there are definitely resources available. Please be sure that everything you choose is familiar to students, age appropriate, and realize that district tech support is not available for platforms that the district has not purchased.

Student participation Guidelines:

- The extent to which student participation during the closure is within the student's and /or family's control as to the time, pace, and means of learning. Whiteside School District will employ the following daily student participation guidelines based on these grade level criterion:
 - Pre-K students will be engaged for approximately 20-60 minutes.
 - Kindergarten students will be engaged for approximately 30-90 minutes.
 - Grades 1-2, students will be engaged for approximately 45-90 minutes.
 - Grades 3-4, students will be engaged for approximately 60-120 minutes.
 - Grades 5-8, students will be engaged for approximately 90-180 minutes (ex: 45 min for ELA, 45 min for Math, 30 min for Sci, 30 min for Social Studies and 15 min for PE and 15 mins for Specials).
- During a long-term emergency school closure, **ISBE has specifically expressed** that student work that is completed or not completed during the suspension of in-person instruction will **NOT** negatively impact a student's grade. However, District 115 will explore all possible ways in which remote packets and/or completed e-learning lessons can only positively impact a student's grade. This may include but is not limited to a pass/fail scenario, extra-credit/bonus, and/or a complete/incomplete grading scenarios. The district administration reserves the right to make the final decisions based on the length and type of emergency school closure.
- All assignments need to include a due date. Due dates must take into consideration that students may be working on their schoolwork during the day or in the evening. If a student has internet access issues, you must adjust the due dates accordingly, without penalty.
- If you serve students with IEPs or 504 plans, you need to provide accommodations equivalent to what is in their plan. Special education teachers are available for consultation if you need help determining the appropriate way to accommodate a given student.
- Remember that some students will be doing this work through their phones and, while every attempt will be made to assist families without internet access, some students may need paper alternatives.

