

LONG-TERM D125 REMOTE LEARNING PLAN 2019-2020

Introduction:

Public Act 101-0012 of the 101st Illinois General Assembly permits local school districts to establish an eLearning plan to address student learning in a long-term remote environment. District 125 will utilize eLearning as a part of the plan to utilize remote learning on emergency days. Since all students in District 125 are issued a district managed iPad, this enables our teachers to take educational experiences beyond the walls of the classroom and comply with the statutory requirements.

Due to the recent state legislation and our current technology infrastructure, District 125 can meet the statutory stipulations to use e-learning days in a manner that permits students to use digital tools to access learning opportunities from remote locations. The approval of the eLearning Verification Form along with the Resolution to Adopt eLearning for Emergency Days allows District 125 to move forward with the overarching plan for long term remote learning for emergency days. This long-term remote learning plan is an extension of the original eLearning plan adopted in the Fall of 2019-20 school year.

Benefits of Remote Learning for Emergency Days:

- Allows for the end of the school year to be predictable and constant, regardless of the number of emergency days.
- As structured, it allows educators to advance learning more effectively, given the ability to plan within the normal school year.
- It supports educators with families while maintaining the long-term fidelity of course/class scope and sequence, in that educators will have a reasonable amount of time to post assignments and are not expected to be available at all times, yet they can still provide meaningful educational experiences through synchronous and asynchronous learning.
- Preserves a firmer start date for summer school and summer programming.
- Ensures that end of the year activities like graduation and commencements are maintained.
- Prevents undesired intersections with religious holidays.
- Promotes flexible learning and operations in the digital age.
- Promotes learning beyond the school walls.

Remote Learning Structures & Rationale:

There are a number of different ways to implement eLearning within any school district. The proposal for District 125 seeks to offer a legitimate learning experience for all students that advances learning within each class/course. Students will participate in remote learning, with

information being pushed out to via the District's learning management system: Canvas. Accessibility to technologies are assured through the District's previously adopted 1:1 iPad initiative and any needed support for internet connectivity. This plan will maintain a truer end to the school year while ensuring that educational time is compensated for with fidelity.

It is important to note that attendance on remote learning days will be counted in Infinite Campus. District 125's Response to Intervention Program will work to support students to complete any outstanding work, for full credit, from the school closure period. This allows educators and families the flexibility to demonstrate the learning on their timeline with little disruption to the general nor special education programming. Student attendance during remote learning days will count as a regular attendance days for all students.

Communication will be a critical piece in implementing long-term remote learning. To begin with, the district has a communication plan that previously introduced families to the concept of eLearning on emergency days, and provides some infrastructure to what this experience will look like for their children at different levels. A Frequently Asked Questions (FAQ) document has been developed, based on the feedback from stakeholder groups, to support parents, students and staff with the implementation of the remote learning plan. Finally, families and students will have continuous access to supports and FAQs throughout the duration of remote learning. The Staff and Family FAQ documents will be continually updated with considerations for the long-term remote learning plan.

Note: When and if the D125 returns to onsite learning, plans for communicating our return to school will be described and updated in accordance with ISBE guidelines and recommendations from the CDC.

Please see the proposed remote learning structures for General Education, Special Education/Related Services personnel, and classified personnel, below.

GENERAL EDUCATOR EXPECTATIONS

What is the academic schedule for Remote Learning Days?

Beginning Tuesday, March 31 we will follow a new daily schedule. Class periods will be 30 minutes long and there will be a 15 minute break between each class. When planning a synchronous meeting, we ask that you adhere to the schedule below.

Period	Begin	End
1	9:00	9:30
2	9:45	10:15

3	10:30	11:00
4	11:15	11:45
5	12:00	12:30
6	12:45	1:15
7	1:30	2:00
8	2:15	2:45

What are the goals and expectations for teachers on our Remote Learning Days day?

- **Students receive a learning experience for each class, every day.**
 - You can give these assignments 2 days at a time.
- **This learning experience can be either synchronous or asynchronous.**
 - For synchronous lessons, teachers need to inform students if attendance is necessary for the class period by 8:30 am.
- **Teachers need to be available to respond to students' needs each day.**
 - Teachers can only ask students to meet during the assigned class period. (Or, for purposes of remediation, small group review, etc. meetings should be scheduled before/after school or during a student's free period.)
 - Please respond to emails in a timely fashion.

What are the expectations for instruction on our Remote Learning Days?

There are two basic choices in how you may approach your lessons each day and each period. You may choose to meet with your students during your assigned class period in a synchronous fashion or you may provide students with an activity/assignment at the beginning of the day and allow the students to work independently (an asynchronous lesson). You might also choose to blend these two options (for instance during a class meeting you might meet with students synchronously and then ask students to do asynchronous tasks).

Common Formats for Online Instruction	
Synchronous Teaching	Asynchronous Teaching
Real-time, interactive teacher-to-student instruction using Conference or Zoom.	Teachers post course assignments and students complete the assignments within a designated timeline.

Characteristics of Online Instruction

Synchronous Teaching	Asynchronous Teaching
Teacher Delivers Lesson Live - Webinar Style Face-To-Face (Conference/Zoom)	Lesson is Pre-Recorded or Task is Pre-Loaded
Real-Time Breakout Groups	Pre-assigned groups
Live Chat	Discussion Boards
Real-Time Discussions	Discussion Boards
* Keep in mind you can combine these....have a live chat running (to answer students' questions) while students are working on a self-paced activity.	

What are the expectations for providing online instruction?

- Notify each of your classes by 8:30 am about your plan for the day via Canvas or email.
 - **If you plan a synchronous lesson,**
 - Notify students through Canvas or email that they should join your class meeting during ***their class period's regularly assigned time***--using invites from Conference or Zoom.
 - Our system is set up to allow for a fully synchronous experience *if and when* you deem a class meeting valuable or necessary.
 - **If you plan an asynchronous lesson,**
 - For purposes of clarity, please let students know if your class **will not** meet during the assigned period.
 - Post the assignment/activity the students should complete through Canvas or email and provide any instructions or expectations you might have.
 - An asynchronous lesson should require no more than a class period (30 minutes) of work from the student.

How should we record student attendance?

Regardless of whether ISBE will ask Districts for attendance figures for the purposes of state reporting and finances, it is our expectation that teachers track student attendance each day.

For example:

- (1) you would take attendance during a synchronous Zoom class meeting;
- (2) in an asynchronous lesson, you would take attendance from work completion,

(3) If you are trying a block schedule-like class: On a Monday, you might give an assignment for students to complete on Tuesday and turn in on Wednesday...when students turn the assignment in on Wednesday the assignment counts for Tuesday's attendance.

We will continue to use this information to check in on our students in the following ways:

- Know which students have been to class and/or completed their work.
- Know if we need to activate a Student Support Team to follow-up with parents and families if we are concerned about their students well-being.
- Know if students can't engage because of lack of internet or if their technology doesn't work.

The Deans will be monitoring which students are absent and checking in with the student and the family. If you think it is necessary, please don't hesitate to contact a student's dean related to all things attendance.

- See the chart below for how to track student participation online. Note: For any attendance that needs to be modified from the previous instructional day, email division assistants with the attendance changes, and they will make the modifications in IC.

Tracking Student Participation Online	
Synchronous Attendance	Asynchronous Attendance
Synchronous lesson attendance can be taken through Conference or Zoom.	Asynchronous lesson attendance will be taken by their participation in/completion of the assigned lessons.

SPECIAL EDUCATOR EXPECTATIONS

We need to remember that students will have assignments from a variety of teachers and service providers. Therefore, it is imperative that we do not overwhelm students with more work than their peers who may not have additional services.

In the event that we have students who are not able to access these learning opportunities during the extended time away from school, we may need to offer services upon return. We will work with individual students and families, as an IEP team, to determine how to best meet their needs once we resume classes.

If you have any questions regarding distance learning plans, please email or call us for guidance.

General IEP Procedures:

All students in Special Education will participate in E-Learning. Students with IEPs have E-Learning plans that match their learning goals as determined and designed by the student's IEP team. Students who have IEPs receive related services minutes per month as designated by their IEPs. Any related service minutes missed as a result of an E-Learning day will be made up within the specified month.

District Responsibilities:

Adlai E Stevenson High School will ensure the provision of FAPE for all special education students during E-Learning Experiences. This will include documenting the E-learning expectations on the IEP and the provision of procedures to ensure compensatory minutes for all related services or supports.

Special Education Teacher/Student Services Staff Responsibilities:

Similar to general education, the E-Learning experiences will be accessible through postings on the Canvas learning system. However, because the E-Learning lessons are based on student IEP Goals, special education teachers will establish posted E-Learning lessons at the start of the year and review the process with all special education students. This will include utilizing the E-Learning experience as a platform for teaching strategies supporting student independence, self advocacy, and executive functioning.

Special Education Remote Learning Procedures:

- IEP teams will collaborate to develop a remote learning plan for each student with an IEP on their caseload.
- Any changes to the remote learning plan will be communicated with parents at the IEP meeting.
 - Teachers will respond in a timely manner during the normal work hours on the actual emergency day.
- Students shall have 2 school days to complete the learning experience (see above example for clarification).
- All special education teachers will incorporate into their plans a formative assessment process for an immediate review of the remote learning lesson and for utilizing the formative data to enrich the independent learning initiated by the students.
- Attendance shall be tied directly to successful completion/demonstration of the learning experience.

Related Service Responsibilities:

- Case Managers and related service staff will review allotted minutes for related service supports at IEP meetings.
- Make-up days for compensatory related services will be established for addressing the lost minutes included on the IEPs if necessary.
- Related service staff will document that compensatory related service minutes provided in the comments section of the IEP including the time and date of the provided services.
- Any changes to the E-Learning Plan will be communicated with parents at the IEP meeting.
- Related Service Providers will respond in a timely manner during the normal work hours on the actual emergency day.