

## Sandridge School District 172 Remote Learning Plan

### Overview

ISBE has announced that remote learning will occur for the duration of the suspension of in-person instruction. Districts were required to develop instructional remote learning to allow for student engagement and continuity of instruction. A remote learning day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space.

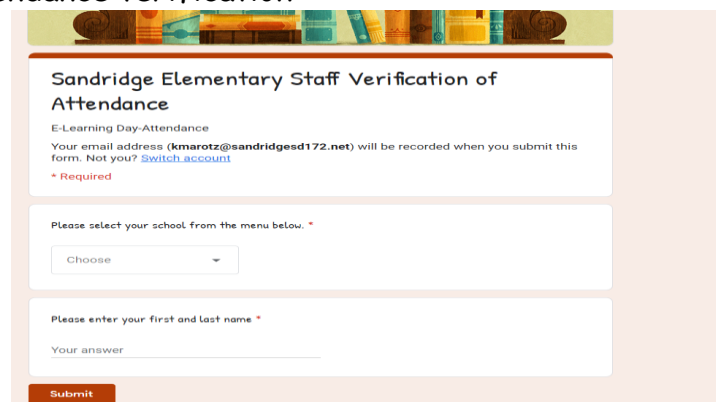
Teachers will utilize the folder previously created at the beginning of the school closure to post lessons and take student attendance. The instructional materials will complement the activities that would occur on a regular school day.

### Teacher Daily Schedule

- 8:00 a.m. - 9:00 am Prep hours/teacher collaboration/Zoom Meeting with Principal/Lessons uploaded by 9:00 a.m./Attendance by 9:30 a.m. from the previous day.
- 9:00 a.m.-11:00 a.m.-Available to Students/Cooperative Planning/Communication with parents and students
- 11:00 a.m.-11:30 a.m.-Teacher Duty Free Lunch
- 11:30 a.m.-2:00 p.m.-Available to Students/ Cooperative Planning/Communication with parents and students

### Teacher Attendance

Teachers and staff will receive a daily Google attendance verification form. Teachers and staff must sign in by 8:00 a.m. daily. The Remote Learning day does not override any pre-planned absences, i.e. sick, FMLA, personal, etc. Example below of the attendance verification:



The screenshot shows a Google Form titled "Sandridge Elementary Staff Verification of Attendance". The form includes the following fields and instructions:

- Title: Sandridge Elementary Staff Verification of Attendance
- Subtitle: E-Learning Day-Attendance
- Text: Your email address (kmarotz@sandridgesd172.net) will be recorded when you submit this form. Not you? [Switch account](#)
- Text: \* Required
- Text: Please select your school from the menu below. \*
- Dropdown menu: Choose
- Text: Please enter your first and last name \*
- Text input field: Your answer
- Submit button: Submit

### **Staff Attendance Verification**

All administrators, certified staff, paraprofessionals, at-will employees and secretaries will need to complete an attendance verification form on a daily basis. You will receive an email by 7:50 am each morning from Mrs. Marotz, with the attendance verification form link. Please complete it by 8:00 am each day. Certified staff will follow the regular procedures for requesting any time off work.

### **Teacher Expectations**

Teaching staff are expected to post daily classroom assignments for each subject by 9:00 a.m. Lessons for Remote Learning should be planned using the guidelines below. The assignments for each grade level should follow these guidelines for numbers of minutes spent on work:

<b>Grade Level</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Recommended Length of Sustained Attention</b>
<b>PreK</b>	20 minutes/day	60 minutes/day	3-5 minutes
<b>K</b>	30 minutes/ day	90 minutes/day	3-5 minutes
<b>1-2</b>	45 minutes/day	90 minutes/day	5-10 minutes
<b>3-5</b>	60 minutes/day	120 minutes/day	10-15 minutes
<b>6-8</b>	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class

Please keep in mind that students may not have access to calculators and other relevant classroom supplies (art supplies, lab equipment, etc.).

A Remote Learning assignment Google sheet for each teacher will be created. Teachers should complete the Remote Learning Assignment Google sheet for each subject taught in lieu of lesson plans. Required information will include the teacher name, subject name, description of the assignment, and a checkbox that an assignment has been added to the gradebook with the date of the Remote Learning day. The Remote Learning Assignment template will be shared with each teacher. The teacher will change the title of the template so it reads: Name of Teacher Remote Learning Assignment Template. (Ex: Marotz Remote Learning Assignment

Template) Once renamed it is expected that the teacher share this document with the school principal.

See Example:

The screenshot shows a Google Sheets spreadsheet with the following structure:

	A	B	C	D	E	F	G	H	I	J	K	
1	Subject Name	Lesson Objective & Standards				<input type="checkbox"/>		Date of Assignment (double-click for calendar popup)				
2						<input type="checkbox"/>						
3						<input type="checkbox"/>						
4						<input type="checkbox"/>						
5						<input type="checkbox"/>						
6						<input type="checkbox"/>						
7						<input type="checkbox"/>						
8						<input type="checkbox"/>						
9						<input type="checkbox"/>						
10						<input type="checkbox"/>						
11						<input type="checkbox"/>						

Teachers will be responsible for monitoring student attendance by emailing the school secretary their attendance from the previous day by 9:30 a.m. (Example: Tuesday March 31, 2020 is the first day of attendance for remote learning. Teachers will email the school secretary on Wednesday April 1, 2020 student attendance from Tuesday.)

Teachers will be responsible for providing evidence of instruction taking place as well as evidence of strategies of student engagement. These items can be documented in the remote learning assignment template. Parent contact will also be documented in the remote learning assignment template.

**Reading Interventionist Expectations**-Reading Interventionists will spend their instructional time contacting students who are currently receiving interventions from them. Teachers may reach out to Reading Interventionists regarding students who have not completed Google assignments.

### **Grading Policy**

The Remote Learning Recommendations strongly encourage that school districts' local grading policies during Remote Learning Days embrace the principle of "no educational harm to any child" and that school districts adopt grading models of pass or incomplete.

The Recommendations state that "Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame".

## **Student Schedule**

Students can access learning material at any time that school day. Teachers will be available to students between 9:00 a.m.-11:00 a.m. and between 11:30-2:00. Individual teachers may extend their time of day they respond to support students. Students must log into their class via the Google Drive Folder on the school district website (<https://www.sandridgesd172.org/>) each day.

## **Student Attendance and Expectations**

Students will communicate with their teacher via some electronic format (email, dojo, etc.) and answer the teacher prompt, "Are you here?" with a response of yes. Students are expected to turn in all assignments within three days. Students who do not have access to an electronic device or Wi-Fi will submit completed work without penalty to the teacher upon their return. Students were given notebooks and pencils prior to school closure. They can use these materials to write down work and turn it in to the classroom teacher. Upon receipt of the completed work, teachers will notify the attendance office to change any absences to present. Students who have their parents leave a message for the attendance office due to an excused absence, should also be able to make up the assignment without penalty.

## **Student responsibilities during remote learning**

These responsibilities should be adjusted according to the age of the child:

- Establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- Regularly monitoring digital platforms and communication (School website, Class Dojo, phone, email, etc.) to check for announcements and feedback from teachers
- Completing tasks with integrity and academic honesty, doing their best work
- Doing their best to meet timelines, commitments, and due dates
- Communicating proactively with their teachers if they cannot meet deadlines or require additional support
- Collaborating and supporting their classmates in their learning
- Seeking out and communicating with school staff as different needs arise.

## **Parent responsibilities during remote learning**

Provide support for your children by:

- Establishing routines and expectations
- Defining a space for your child to work in
- Monitoring communications from teachers
- Beginning and ending each day with a check-in
- Taking an active role in helping your children process their learning
- Encouraging physical activity and/or exercise
- Checking in with your child regularly to help them manage stress
- Monitoring how much time your child is spending online
- Keeping your children social, but set rules around their social media interactions.

## **Students Who Do Not Have Access To An Electronic Device**

Students who do not have access to an electronic device will need to access the material from District 172 website using their parent/guardian cellphone or their own cell phone. Using the notebook and pencils given to the student prior to school closure, they will complete work to the best of their ability. In the event that the student is not able to access the work until their return to school, they will have two weeks to complete it without penalty. Upon receipt of the completed work, teachers will notify the attendance office to change any absences to present.

## **Equity of Access**

Some ideas for home learning include:

- Assign a long-term research-based project aligned to multiple standards.
- Work can focus on review or enhance material already taught.
- Assign simple science projects that could be done at home.
- Review textbooks and use the supplemental lessons that one often does not have time to do in class.
- Use any online resources available to teachers and students.
- Have students write reflection essays about a movie watched or a book read and scaffold the assignment for different age ranges.

## **Responsibilities for Students with Special Needs**

Our Remote Learning instruction should incorporate support that aligns with the student's IEP and necessary accommodations. It is understood that if the mode of instruction is not applicable, assignments and resources will be adjusted accordingly. Related service providers, i.e. speech pathologists, social workers,

psychologists, etc. will provide instruction to students that pertain to fulfilling required minutes. Additionally, the logging of service minutes is required on the individual teacher's assignment template.

### **Remote Learning Professional Development**

Teachers that are interested in learning something new can earn 5 CPDU hours by implementing Google Classroom. Teachers have the opportunity to watch the following videos on Google Classroom:

- <https://youtu.be/M6L-nZGIUTE>
- <https://youtu.be/rCNImSWUxZA>

In order to earn CPDU hours the teacher would then need to implement Google Classroom and invite the Principal in as a co-teacher. This then could be the mode of instruction used as we move forward with Remote Learning. CPDU hours would be awarded at the end of the school closure or end of school year, whichever comes first.