

Sandwich CUSD #430 Remote Learning Plan
March 31, 2020 - Remote Planning Day for Staff
April 1, 2020 - Remote Learning Day Begins

Remote Learning Definitions

- Remote Learning happens outside the traditional setting because the student and teacher are separated by distance and/or time.
- Remote Learning can be real-time or at flexible times, and may or may not involve technology. (When tech is used, there must also be an option for students to do the work offline.)
- “At-risk” students are students without access to devices or reliable internet service.
- Remote Learning provides all students with the opportunity for continued learning focused on standards.

The length of Remote Learning does not have to be 5-clock hours per day. The time suggestion varies and is age appropriate. Our goal is to err on the side of less is more during this time (minutes threshold includes active engagement and working on assignments).

Per the recommendations from ISBE, planned learning will not exceed the following per week:

State Recommended Minutes

- Pre-K: 20 minutes per day
- Kindergarten: 30 minutes per day
- Grades 1-2: 45 minutes per day
- Grades 3-5: 60 minutes per day
- Grades 6-8: 90 minutes per day or 15 minutes per subject
- Grades 9-12: 120 minutes per day or 20 minutes per subject

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.

What is our definition of Do No Harm? Mastery is NOT REQUIRED on new content

- 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

K-5: At the K-5 level Remote Learning will be focused around prioritized curriculum content developed by each district grade level team. Students are highly encouraged to engage in the materials provided based on the recommended minutes outlined for each age group. Trimester 2 grades are the final grades for the 2019-2020 school year. However, teachers will be connecting with students and families to provide support, guidance, and feedback throughout the duration of the closure. Recommended resources provided can also be utilized to enhance and enrich learning at home.

6-12: The District will work closely with ISBE regarding grading guidelines and procedures.

When we resume in-person instruction, further conversations and plans will be made to make up the missed work and resume with the district's regular grading scale. Our focus is on effective feedback and the improvement of essential skills in our students' learning. Student grades cannot be harmed.

We can utilize up to 5 Remote Planning Days for teachers – We would use a Remote Planning Day on March 31 and start remote learning on April 1. The remaining scheduled planning days are on April 6, April 14, April 20, and April 27 until the suspension of in-person instruction is lifted. If we return to in-person instruction on April 8, we will not utilize the remaining planned Remote Planning Days.

During these planning days, staff will review the planned learning from the previous days, make any needed adjustments in our approach, and plan for upcoming Remote Learning Days. During these Remote Planning Days, students will not be assigned any new material, rather are encouraged to review their prior assigned learning to ensure that everything is completed.

We want to encourage our students to engage in learning when it is most appropriate for them to do so. Our plan is to provide the learning experiences and then allow for flexibility in when those learning experiences will occur. That being said, we also know that creating some type of a routine is important for everyone, especially during this isolation period. Our teachers will be available to provide support, check in with students, and monitor their learning during our Remote Learning Days from 9:00 am - 2:00 pm.

On April 1st, remote learning is scheduled to begin and your students are asked to continue to engage in content previously provided for the remainder of the week. During this time, parents will also be surveyed regarding their technology capabilities. On April 6th, teachers will contact parents/students to explain the teacher's procedures and expectations for remote learning on April 7th.

General Expectations

Some examples of Remote Learning include but are not limited to:

- Listing goals and setting objectives
- Cross Curricular
- Dojo
- Google
- Tyler
- Emailing document and attachments to students
- Personal Phone calls
- YouTube
- Suggested recommendations on ISBE link
- Reinforcing efforts/providing recognition
- Questions & Answer session
- Journaling
- Student-Reflection
- Identifying Similarities and Differences
- Generating & Testing Hypotheses
- Homework assignments for upper grades with minimal parental involvement with a clear purpose
- Student practice
- The Directed Reading-Thinking Activity
- Reporting on a virtual tour
- Reinforcing explaining current resources our schools have online
- Chunk material into smaller pieces
- Be flexible with pacing
- Students should not be required to master new content and cannot be penalized for it
- Student Feedback is important
- Rubrics help guide expectations
- Make materials that can be sent online as well as copied and sent home

Advice offered from others is to not overwhelm students with work on these days or expect them to master the content. Student work should be relevant, meaningful, and manageable for them. Should a circumstance, such as no device, connectivity, etc. not allow a student to complete the assignment, that student will be given adequate time to make up the assignment *without penalty*.

For families without connectivity and/or devices, the District is in the process of finalizing procedures to provide instructional materials to maintain a continuity of learning. Student grades will not be harmed due to lack of technology.

Remote Learning Plan-Individual-Based (IEP, 504)

Parents of students who qualify for special education and related services, or who have a 504 plan, can also expect to receive communication from case-managers and service providers to collaborate about how services will be provided during remote learning.

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.

Confidentiality

We cannot control or guarantee the confidentiality of sessions held on any remote electronic platform or application. District personnel cannot know or control who is listening or viewing the sessions in each household. If you have specific confidentiality concerns, please let us know.

Plan Design

Depending on changes in ISBE recommendations or the need to improve the delivery of this remote learning plan, this plan may be modified.