



D66 REMOTE LEARNING PLAN

(Developed in collaboration with CCEA)

Remote Learning Days, Remote Learning Planning Days, and Act of God Days count as actual student attendance days. **All of these days count toward the minimum length of the school year and absolutely do not need to be made up. For the purpose of this plan, 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.

- District 66 administration along with CCSD66 Union representation have and will continue to collaborate to finalize the District Remote Learning Plan.
- Based on ISBE guidelines, District 66 will utilize five Remote Learning Planning Days. District 66 Administration and CCSD66 teachers agree to the following days:
 - Plan Day #1 4/17
 - Plan Day #2 4/24

In the event that Remote Learning is extended, we will utilize the following additional days:

- Plan Day #3 5/1
- Plan Day #4 5/8
- Plan Day #5 5/15

Remote Learning Goals:

- All students have opportunities for continued learning that focuses on priority standards
- We will work to minimize instructional loss
- We will provide students and families learning opportunities to ensure they stay connected to schools and learning

District Guidelines

- Established office hours in District 66 include 9:00 AM to 3:00 PM Monday through Thursday, most Fridays are deemed planning days. Teachers will provide plans by 8:00 AM for the day's instruction. Teachers will make reasonable efforts to provide daily plans to families the night before, but will not be penalized for failure to do so.
- Given that we all believe it is imperative that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' and teachers' contexts (their mindset, feelings, responsibilities, etc.), each student will visually see one or more of their teachers weekly by way of either a live classroom experience or video recordings to include short messages or lessons. Teachers should provide feedback on assignments within a reasonable timeframe. Depending on the type of assignment, this could be as short as the same day or take as long as a week.
- The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance.
- 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.
- District 66 will utilize a Pass/Incomplete model for grading as we take into account the inequities that may exist in the current condition. It is as follows:

- **Pass/Collected** = Assignment was completed and meets or exceeds the criteria set up for the assignment.
- **Incomplete** = Assignment was partially done when submitted or the quality of the work did not align to the expectations for the assignment. Teachers will provide feedback to students/family on how to improve the assignment so that it can meet the criteria for pass.
- **Missing** = Assignment has not been submitted by the student.
- Please remember, district-provided electronic devices are subject to the same [Acceptable Use Policy and Guidelines](#) during remote learning. Please monitor your child's use of these devices to ensure adherence to district policies.

Student Illness

A student who becomes ill will either be excused from the assignments provided during that time or given ample time to make up the work. **Students cannot be negatively impacted during the remote learning period.** If a student becomes ill, a parent will indicate this on the attendance form. Attendance needs to be taken by 11:00 AM. In the event that attendance is not completed or a student is absent for three consecutive days, a call by the office staff will be made to the home to check-in. Respective building secretaries will be taking attendance.

Staff Illness

In the event that a staff member contracts a sickness in which they are unable to meet the expectations of remote learning, the staff member will contact their administrator, take the appropriate sick day or other contractual leave, and make arrangements with his/her administrator for their duties to be carried out by another person or substitute.

Please note under the newly signed federal legislation that all employees have 2 weeks paid sick leave as it relates to COVID19 illnesses. This is separate leave from existing statutory leave and contractual leave.

Communicating with and Among Staff

- When meetings occur, CCSD66 Members will follow their respective meeting norms.
- To the extent possible, District 66 meetings will include all relevant staff members, including paraprofessionals and related service providers
- Each District 66 building will develop and follow a communication plan that addresses educational issues of our students and provides professional support for our staff i.e. sending things out via Google Classroom/Google Docs with accessibility for all, plans will be shared among team members, emails, Zoom, and district-supported web-based platforms.

PD Recommendations for Staff

- **Each District 66 building will continue to communicate with educators to understand their needs** during remote learning and, subsequently, create professional development opportunities as needed to build the capacity and meet the needs.
- District 66 Instructional Coaches and/or Team Leaders have and will continue to **host virtual professional development opportunities**, in an effort to virtually accomplish our remote learning goals.

Content Selection/Prioritization

- District 66 teachers will utilize applicable priority standards for the duration of the remote learning.

- When delivery of new material is determined to be in the best interest of students, District 66 will consider the following:
 - Students will not be required to master and will not be penalized for failure to master the new content
 - Instructors will determine the essential learning skills/standards needed for success at the grade level and readiness for the next grade level/course.
 - Materials will be available both online and offline. Activities will be consistent to the fullest extent possible. Families who need access to materials can contact their building principal.
 - If new content is being covered, **instructors will present content in a manner to match students' needs and be flexible with pacing as well as expectation of work completion.**
- The thresholds in the table below could be inclusive of project time that spans multiple days, independent work, and direct teacher engagement. The thresholds do not represent expectations of engagement with educational products or web-based platforms.
- The below chart gives indication related to engaged instructional minimum and maximum timeframes:

Grade Level	Minimum	Maximum	Recommended Length of Sustained Attention
PreK	20 minutes/day	60 minutes/day	3-5 minutes
K	30 minutes/ day	90 minutes/day	3-5 minutes
1-2	45 minutes/day	90 minutes/day	5-10 minutes
3-5	60 minutes/day	120 minutes/day	10-15 minutes
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day	1 subject area or class
9-12	Class: 20 minutes/day Total: 120 minutes/day	Class: 45 minutes/day Total: 270 minutes/day	1 subject area or class

Teachers are encouraged to give additional optional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects) **as long as it is made clear to students and families that the work is optional and will not negatively impact a student's grade**. District 66 teachers will provide clarity to students and families regarding which activities include essential learning and which activities include additional optional work.

Additional engagement is especially important for our PK-2nd Grade students, where it is not developmentally appropriate to expect a student to attend to academic tasks for a long period of time. Instead, students and families should be supported in having access to varied enrichment opportunities.

In addition, students and families are encouraged to support academic skills and social-emotional health through activities that extend beyond assigned remote learning work.

Responsibility List

Example Responsibilities This is not an inclusive list of recommended responsibilities. Responsibilities should be appropriate for the context.	
District Responsibilities	<ul style="list-style-type: none"> • 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).
School Responsibilities	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.
Student Responsibilities	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Essential Grading Recommendations

- The emphasis for school work assigned, reviewed, and completed during the remote learning period is on **learning, not on compliance**.
- **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.**
- **District 66 will utilize a Pass/Incomplete model** as we take into account the inequities that may exist in the current condition. For example, an “incomplete” can be made up when the remote learning period ends.
- **ISBE recommends that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade.**
- Document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control. *Where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (summer school, August school, other).*
- **This is not a time for failing students or adversely impacting student learning progress.** If students cannot or do not complete the work, there may be an incomplete grade assigned and a return to work incomplete remediation period.

SPECIAL EDUCATION AND RELATED SERVICES

Teachers should focus their planning efforts on how to continue serving these students to the greatest extent practicable by **tailoring individual remote learning plans that provide educational benefits** to students with disabilities. IEPs remain in place and should direct students' individual remote learning plans.

Family and student communication:

- The Director of Student Services will send all families a letter.
- Case Managers will work to create Individual Remote Learning Plans for each student on their caseloads in collaboration with related service providers and parents.
- Communication from all professionals that interact with students, including, but not limited to, social workers, speech-language pathologists, paraprofessionals, school psychologists, and counselors

Roles of Related Service Professionals and Paraprofessionals in Delivering Instructional Services

- Work in collaboration with Case Managers to ensure that student needs are being met. Participate in Zoom Meetings with students, when appropriate. Conduct re-teach opportunities and/or provide educational support to students.
- Chunk activities; **provide students with work schedules** and other more structured ways to approach their learning goals.
- Provide resources for families in need of assistance, such as mental health resources, crisis lines, suicide prevention. This should be provided by social workers after collaborating with the Director of Student Services.
- When possible, ***clinicians can conduct check-in calls, and clinicians (such as Physical Therapy/Occupational Therapy) could consider creating videos on exercises, etc.***

Alternative Grading/Assessment Suggestions

When grading/assessing student work, it is important to note **the priority is to assess in a manner that supports motivation and participation in remote learning.**

The assessments or **grading should not be punitive in any manner.** Every effort should be made for collaboration between case managers, service providers, and general education staff when determining a summative grade for the quarter.

Early Childhood (PK - 2nd Grade)

General Recommendations

- **Less is more.** Elizabeth Ide School has implemented a few high-quality, intuitive solutions for communication lines, teaching and learning, and student support such as, but not limited to, the following: Zoom meetings, Seesaw, YouTube, FlipGrid, daily announcements, e-blasts through School Messenger, and individual staff member emails.
- Time assigned to task allotments should be developmentally appropriate. It is not appropriate to equate time spent at home on school activities with the time the student would have spent at school. Elizabeth Ide School is cognizant of the fact that student

lives at home are changed. Collaboration is essential. We recommend collaboration in the decision-making process to select resources for continuous learning.

- Our teachers will keep variables in mind when we plan our lessons considering students may have:
 - Multiple classes
 - Other responsibilities
 - Personal and family illness
 - Limited access to devices, internet, and supplies

Grading

- Assessment at the PK through 2nd grade level should be **focused on student progress and learning, not assignment completion and due dates.**
- **Fewer standards/activities focused on familiar content may be completed within the remote learning time frame** in accordance with the instructional guidelines regarding minutes of direct instruction, while also considering differentiation and individual student/grade level depth of knowledge on each standard.
- District 66 will consider what we are asking families to complete as it may be a family who lacks time and ability to engage in continuous learning, or it may be a sibling or neighbor that is responsible for the child's supervision and continuous learning. Given that we are a District that currently provides a **technology-rich environment, we will use our platform to the fullest extent, while remaining mindful of limiting screen time for young learners.**
- Grading of student work and demonstration of learning will align to the district plan of **Pass/Incomplete.**
- **Students' grades must not be negatively impacted during remote learning.**
- **Elizabeth Ide School will provide consistent feedback through formative assessment to our students.**

Developmentally Appropriate Assessments

Developmentally appropriate formative assessments for PK through 2nd grade that demonstrate continuation of learning **may** include, but not limited, the following:

- Photos of artifacts - Parent/caregiver submit a photo of student work and the teacher provides feedback.
- Video responses of student skills - Parent/caregiver takes video of student completing a task and shares with the teacher utilizing a district-approved platform.
- Audio recordings utilizing a district-approved platform.
- Collected physical artifacts - These can be collected periodically or at conclusion of the remote learning period.
- Teacher/student collaboration utilizing a district-approved platform.
- Parent phone calls - Teacher interacts with the child to assess identified skills/tasks.
- District-supported web-based programs.

Elementary School (3rd - 5th Grade)

General Recommendations

- Prairieview School will work to communicate with students with the tools teachers are already utilizing and familiar with at this time (i.e Google Classroom, Google Meet, Zoom, etc.).

- **We will use common learning platforms** within Prairieview to alleviate any confusion for parents and students.
- We will use a hybrid of traditional and online learning.
- Our teachers will keep variables in mind when we plan our lessons considering students may have:
 - Multiple classes
 - Other responsibilities
 - Personal and family illness
 - Limited access to devices, internet, and supplies

We will focus on student progress and learning, not assignment completion and due dates.

- We will create learning opportunities that resemble classroom content using familiar wording.
- **When possible, we will create cross-curricular** to maximize efficiency. Read a science or history article, use English language arts-based questions for comprehension, discussion, and/or writing.

Grading Equity and Support

- **Grading at the elementary level will focus on the continuation of learning.**
- Grading of student work and demonstration of learning will align to the district plan of **Pass/Incomplete**.
- Examples of this may include teacher/student collaboration, performance based assessments, portfolios, journals, discussion posts, video responses, audio recordings, projects, choice boards, and other artifacts.
- **Students' grades must not be negatively impacted during remote learning.**
- **Prairieview School will provide consistent feedback through formative assessment to our students.**

Middle School (6th - 8th Grade)

Planning and Preparation

- At Lakeview Junior High, combined daily instructional task(s) should not exceed three hours a day in total.
- A Schedule of Core and Encore coursework will be broken down and shared with students and parents for each day of Remote Learning
- **This time includes both any teacher instruction and all graded work for that day/week.**
- Teachers are encouraged to **provide enrichment opportunities beyond the minimum recommended instruction tasks**, but they must make clear to students that these are optional activities and do not count as assignments.
- Virtual meetings will leverage video/phone conferencing technology, to the extent possible.
- Our teachers will keep variables in mind when we plan our lessons considering students may have:
 - Multiple classes
 - Other responsibilities
 - Personal and family illness
 - Limited access to devices, internet, and supplies

- **A Plan focusing on prerequisite skills that will be required for next year is in place for all subjects.**

Communication/Feedback

- Timely communication by teachers makes a difference in the number of students who complete assignments and in their achievement of the learning tasks.
- **Lakeview Junior High teachers will provide feedback on assignments within a reasonable timeframe.** Depending on the type of assignment, this could be as short as the same day or take as long as a week.
- The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on **learning, not on compliance.**
- 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.**
- **The health and mental well-being of students is a priority over learning.**
- **Lakeview Junior High school staff will make a reasonable effort to make contact with all families/students on a regular basis** and open up lines of communication for families/students to contact them. These contacts can be done using email, phone calls, and video conferencing with individuals or groups.

Grading Models Pass/Incomplete

- Students' grades from when they left school in March 2020 will not be adversely impacted. The "new normal" for grading/assessment is **recoup, review, refine, finish year.**
- **The focus will be on what students have learned, the effort, time, and energy put into the work, and comprehension level of the material.**
- **Lakeview Junior High will utilize a Pass/Incomplete model** as we take into account the inequities that may exist in the current condition.
- Our focus is to provide fair access to educational resources and support for all students. We recognize that we are asking middle school students to become independent learners and while some are ready, others are not and may require additional support.
- Overall Goal: The focus should be on what has been learned and how the students have grown throughout the specific time frame.

Grades

- For the duration of the remote learning time period, teachers will **document all efforts to communicate with students** in an effort to help them complete work that is assigned.
- **In the event that the student is issued an incomplete or no grade at all, in lieu of an F grade, a student will be issued an incomplete. There is a possibility to raise the grade through the summer or fall depending on availability of teachers and resources.**
- The remote learning period will be an opportunity for growth and improvement.
- We will consider scenarios that will provide students with the best possible outcomes to demonstrate evidence of their learning.
- **Overall Goal: The focus should be on what students have learned, the effort, time, and energy put into the work, and comprehension level of the material.**

Constitution Exam

Lakeview Junior High is **NOT required to administer a constitution test.**

District Assessments

The U.S. Department of Education (ED) has approved the Illinois State Board of Education's (ISBE) request to waive assessments, summative designations and reporting on accountability for the 2019-2020 school year. With this approval and waiver, we are no longer required to administer the following assessments:

- Illinois Assessment of Readiness (IAR)
- Illinois Science Assessment (ISA)

Additionally, we will likely **NOT** be administering local assessments such as:

- CogAT
- Measures of Academic Progress (MAP)
- Local Common Assessments
- Fountas and Pinnel
- AIMSweb benchmarking

Upon re-entry into school (May 2020), District 66 administration and teachers will work collaboratively to determine the most efficient way to gain an accurate picture of each student's current levels of performance and understanding.