

REMOTE LEARNING PLAN

Purpose

Due to the unprecedented shutdown of all Illinois Public Schools due to the COVID-19 Shutdown, districts are now providing at home learning opportunities for our students, which we are referring to as the *Remote Learning Plan*. Fortunately, the implementation of our district's 1:1 technology initiative used in conjunction with the E-Learning Plan approved by the Board of Education, built the capacity of all stakeholders in our school to successfully implement this program more efficiently. We know that this is new to everyone, and our plan is to implement regular checks with our stakeholders to determine if and how we can improve this process. We encourage all members of the community, including our staff, to be lifelong learners. This is a great opportunity for us to be models for our students.

Timing

We have been following our E-Learning Plan during the initial shutdown of our district that the state has referred to as *Act of God* days. Our new *Remote Learning Plan* will be similar to the E-Learning plan, and will go into effect beginning April 6, 2020.

Remote Learning Planning Days

We will be facilitating professional development to continuously improve the Remote Learning experience for our students on **Remote Learning Planning Days** similar to School Improvement Days where the students are not in attendance. These days will be announced as far in advance as possible so that staff, students and families can prepare accordingly. We have scheduled our first three Remote Learning Planning Days for April 3rd, April 17th, and April 24th.

Communication/Availability

Teachers will be available to communicate with students throughout any *Remote Learning Day*. Teachers will have the flexibility of posting a daily or a weekly learning plan for their students.

Teachers Availability to Students	
Grades PK-5th	9:00 AM to 11:30 AM and 1:00 PM to 2:30 PM
Grades 6th-8th	10:00 AM to NOON and 1:00 PM to 3:00PM

Schedule

Ledgewood School Stone Creek School Kinnikinnick School	Roscoe Middle School	Expectation
7:45 to 9:00AM	8:00 to 10:00 AM	Teacher Preparation/ Planning/Check in with SPED
9:00 AM on M-TH	9:00 AM on M-TH	Learning modules posted
9:00 AM to 11:30 AM	10:00 AM to NOON	Instruction and support
11:30AM to NOON	NOON to 12:30 PM	*Lunch
NOON to 1:00 PM	12:30 to 1:00 PM	Teacher Prep
1:00 to 2:30 PM	1:00 to 3:00 PM	Instruction and support
2:30 to 3:15 PM	3:00 to 3:30 PM	Building meetings

Teachers are expected to monitor student learning through various communication/monitoring platforms (such as Go Guardian, Google Classroom, Dojo, Seesaw, etc.), emails and phone calls, as applicable to their grade level. Instantaneous response is not required, however, a response by the next school day is expected.

Teachers and staff will be excused from class instructional time to attend Special Education meetings or team meetings when they are scheduled. Teachers will communicate their availability. *The key is communication.*

Social Work, Speech Language Pathology, Psychology will maintain a regular therapy schedule to the best of their ability. All attempts to engage students will be carefully documented by the District.

Reading Support, Specials, and Electives will continue to provide students with lessons.

Attendance

Staff attendance will be taken daily for ALL staff via a Google Form sent through email. Absences will be reported in the Frontline Absence Management System. The District Office in conjunction with our nursing staff will monitor daily attendance. All protections under the law will be provided.

Student attendance will be taken each day. K-5 Attendance will be submitted by the parents by 8:00 PM on a Google Form. Grades 6th-8th students will submit their attendance via Google Form. While state attendance mandates are not in effect, the District will still emphasize and encourage daily attendance of its students to maintain a continuity of learning and instruction. The District will monitor staff and student attendance and will utilize interventions (i.e. phone calls, conferences, etc.) to ensure that our full support can be provided to staff and students.

Instruction

Remote learning can be real-time or flexibility timed, and it may or may not involve technology. It is fully acceptable for any teacher to utilize a blend of real-time, flexibility timed, technological and non-technological options. Our staff has been asked to prioritize the state learning standards, and focus on the standards that are pertinent to moving forward in the future or what will best benefit our students when they move on to another grade level.

Instructional Time Expectations

April 3rd, April 17th, and April 24th will be utilized for Remote Planning Days.

There is no school on April 10th.

Monday-Thursday	
Grade Level	Instructional Time
PK	60 minutes/day
K-1st	90 minutes/day
2nd	120 minutes/day
3rd-5th	180 minutes/day
6th-8th	Class 30 minutes/day for a total of 210 minutes/day
Friday Enrichment Opportunities	
ALL	Activities will be posted for students and their families.

On March 27, 2020, the state of Illinois released their recommendations for instructional time for students. In keeping with our district's educational mission, to provide students with a learning environment to reach their highest potential, we determined that the instructional time reflected in the table above will help us better achieve that goal.

The District will utilize Fridays as an opportunity to have students complete unfinished work, encourage independent study, engage in opportunities that build upon a student's individual interests and explore opportunities for work in the areas of mind, body, spirit, environment, and family. Friday enrichment assignments are optional and will not negatively impact a student's grade.

Additional engagement opportunities are especially important for primary grades, where it is not developmentally appropriate to expect a student to attend to academic tasks for a long period of time. Instead, we believe 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.

Common Platform

Teachers will monitor students through our Google Platform, educational software, and Go Guardian during their instructional support times. We encourage families to be aware of their child's screen time and online content.

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 Educational Harm? Mastery is NOT REQUIRED on new content. We will, however, assess our students through a variety of means that may include...

- Meaningful feedback
- 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

Reporting

The 3rd quarter term for students in grades 4-8 will be completed April 3, 2020 at 3:30 PM. Grades will be posted in the PowerSchool Parent Portal on April 9, 2020 by 3:30 PM.

If the Remote Learning Plan extends to the third trimester (PK-3rd) or 4th quarter (4th-8th), the reporting will focus on evidence and feedback of learning targets.

Student Services

Special Education

Special Education teachers may choose to create separate assignments in Google classroom in order to fit the needs of the students on their caseload, or they may modify and/or add to the assignments of the General Education teacher with whom they co-teach. All teachers will work to create relevant, meaningful, and manageable assignments for students on *Remote Learning Days*. Activities will be varied according to the course, subject, skills, and knowledge required for the lesson. Special Education and Regular Education teachers will continue to support the individual needs of students with IEPs and 504 plans.

- Special education students who attend general education courses will utilize procedures in place for general education students. Special education students will receive their accommodations provided in their Google classroom assignment or activity. Students have access to their case manager through Google Hangout/Meet, Google Classroom, or through their email.
- Special education students with severe and profound disabilities will receive appropriate learning resources and activities from their case manager/special education teacher. These activities are specifically developed with instructional materials appropriate for the student based on their needs and Individualized Education Plan (IEP). The activities will allow students to continue to work on their IEP goals during the learning day. Our special education students are familiar with and utilize apps and Google products through their academic work.
- Students will also be required to complete learning activities for any special services they would have received. The objective is to prevent regression of skills that your child has learned and to give them continued practice while at home.
- Modes of therapy delivery may include but are not limited to: video/audio recordings, video conferencing, phone calls/coaching, emails, or communication through Google classroom. Some students may receive supplemental material or activities directed through google docs. etc.
- Students with medical needs, either SPED, 504, or general education, will be contacted in person by a nurse during a *Remote Learning Day* and will have access to the nurse through Google Hangout/Meet or email for questions or concerns.

The district will document all the best efforts being made under the current emergency conditions with IEP and/or 504 plans. We will structure student engagement in learning according to age appropriate thresholds, align to standards, and be relevant and appropriate for each student. If you have any questions or concerns regarding your student's IEP, please contact Director of Student Services, Lisa Yaun at lyaun@kinnschools.org. 504 plan questions or concerns should be directed to the building principal.

EL Students

EL students who attend general education courses utilize procedures in place for general education students. EL students will receive their accommodations built into the given Google classroom or activity. Students have access to their case manager through Google Hangout/Meet, Google Classroom, or email.

Students who receive direct instructional support will continue to be supported by their EL teacher. The EL teacher will also translate all District forms of communication to families in their native language.

Reading Support Students (K-5)

Students who receive direct instructional support in reading will continue to receive support by their reading teacher.

General Expectations

Our intent is not to overwhelm our students and families with work on these days, but instead work toward the goal of maintaining an educational environment that will support our students moving forward. Student work will be relevant, meaningful, and manageable. Should a circumstance, such as a power outage, internet failure, illness, or family circumstance not allow a student to complete the assignment, that student will be given adequate time to make up the assignment without penalty. If a student does not have access to the internet or required technology to complete the work, a non-electronic method of completing the work will be provided to the student. If your family or student is struggling in this environment, please do not hesitate to reach out to the teacher or administrator so we can make an alternate learning plan.

Support

Should teachers or students encounter any technical issues on a *Remote Learning Day*, the technology staff and the administration will be available to assist as they are also working during the *Remote Learning Day*. All K-12 instructional staff have been provided with a district device for Remote Learning.

If you are having trouble connecting or getting your device online during a *Remote Learning Day*, the district has established a Tech Hotline that you can call for help getting your device connected to the Internet. This hotline number will bring you to a voicemail message center where you can **leave a message with your name, your student's name, teacher, grade level, and your telephone number** where we can reach you in order to help you resolve the problem..

Tech Hotline for Parents and Students
1-815-623-2837 ext. 8324

During a *Remote Learning Day*, this hotline voicemail box will be monitored continuously and one of Kinnikinnick's technology assistants will call you back at the number you left on the voicemail.

If you do not currently have internet service, Spectrum is offering free internet for the next 60 days for students who currently do not have access. **Contact Spectrum at 1-844-488-8395.**

Nutritional Needs

Grab and Go breakfast and lunch sacks will be provided FREE of charge to ALL children under the age of 18 in your home. These sack meals will include all of the necessary meal components set forth by the USDA, including a fruit/vegetable and milk. Allergy aware (peanut free) lunches will be available. Please view our web page, <https://kinnikinnicklunchmenu.weebly.com/> for pick up locations and times or contact our Food Service Director, Jamie Carollo at jcarollo@kinnschools.org.

Two-Way Communication

As you all know, we are in uncharted waters without a compass. We are proceeding in a manner that we believe is in the best interest of our students, our families, and our community. However, we know that there is a good chance that our program will change in the near future as we implement different instructional techniques that our staff might not have ever tried before. As a result, we are going to be communicating frequently with stakeholders.

We encourage everyone to openly communicate with each other. In order to get better, we need feedback. A student's ability to communicate HOW or WHY something is not working is the only way we can use that feedback to improve. If you hear your child saying they are frustrated or they don't understand, ask them HOW or WHY and to try to come up with a couple of SOLUTIONS to make it better. Not only will that help our staff adjust more quickly and effectively, you will be assisting in teaching your child effective problem solving skills.

We will also be surveying families, staff and students regularly for feedback. Please take the time to fill out our surveys. We rely on those responses to evaluate our effectiveness. We will also be putting out information about how to support the "whole child," just as evidenced earlier in this document.

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 opportunities for our students as possible in the immediate future. Once a transition plan is developed, it will be added to this plan and announced to all stakeholders.