

Remote Learning Plan - District 129 Website

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Overview and ISBE Guidance

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.

ISBE Guiding Instructional Principles for Remote Learning:

- Planning for remote learning that respects the needs of all students and staff.
- Implementing remote learning that attends to the diversity of each community to ensure that all students have access to equitable educational opportunities
- Documenting the best efforts possible being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans
- Structuring active student engagement with learning in accordance with the age appropriate instructional activities
- Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student
- Practicing consistent communication with students, families, and staff to understand how the health emergency is impacting them

ISBE Guiding Values for Remote Learning:

- All students and families should have access to quality educational materials and to the supports needed to successfully access those materials
- Given the reality of the digital divide, most schools may need to provide digital and nondigital access to content
- It is still possible and imperative that students access meaningful/high-quality educational materials that align to state standards
- 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' contexts (their mindset, feelings, responsibilities, etc.)
- Simplicity is best during this time -- simplicity of the framework, of communication structures, of expectations
- Support the whole child -- their mental health, nutritional needs, and safety needs
- Parents will need access to clear information and ample resources

- Teachers may need support, encouragement, and compassion to ensure their success and resilience

Remote Learning Day Usage:

During Remote Learning Days, schools may implement either an E-Learning Plan or a Remote Learning Day Plan that provides students with instruction and access to educators through whatever means possible. Schools may use up to five Remote Learning Planning Days at any time after March 30 to work on Remote Learning Day Plans.

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. Collection of student attendance data is not required during remote learning.

Additional Resources

[Link to Full ISBE Document](#)

[Condensed Version](#)

Remote Learning Instructional Experience

Remote learning that emphasizes interaction and authentic and differentiated learning opportunities will help students stay connected to teachers and classmates and ease the transition from traditional to remote learning. Developing consistency for remote learning on which students can rely is key as they and their families adapt to unprecedented changes in education and society, in general. Successful, consistent remote learning includes:

- Clearly articulated goals
- Cross-curricular collaboration to focus instruction
- Options for students that tap into students' interests, readiness levels, and learning styles while providing families flexibility
- A mix of real-time, flexibly timed, technological, and non-technological options, that avoids penalizing students for their choice
- A common platform where students can access work and find support and resources (for both online and non-online work).
- A clear plan of communication involving the school, teachers, students, and families. Genuine interest and effort in supporting students' social, emotional, and academic growth.
- Familiarity with applications and programs students/parents are being asked to engage with

Planning considerations:

If at all possible, with the exception of Seesaw and Schoology, do not use any tools that you have not previously used with students in a face-to-face setting. When selecting content, align it with your curricular goals.

Questions to Consider When Planning Student Engagement Activities:

- How will a student know where to start?
- How will a student know what to do next?
- How will a student know when the work is successfully completed?
- How will the district know a student completed an activity?
- Is this an engagement strategy that my students are familiar with?

Types of Engagement Activities to Consider:

- Content Based Assignments - Just in Time Learning
- Content Based Assignments - Medium to Long Term Learning
- Assignments reflecting on SEL and/or College and Career Planning

Overview of Engagement/Instructional Tasks Minutes Guidelines

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.

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

Special Education

- Co-taught Classes - Students with an IEP will complete the same activity as general education students in the course with accommodations provided per their case manager or co-teacher through Seesaw or Schoology.
- Self-Contained - Remote learning assignments/activities will be sent with instructions which will include any necessary accommodations and/or modifications. If packets need to be made and sent home this should be coordinated between the teacher, administrator, and special education department.
- Related Services - Services will be logged accordingly to identify e-learning work toward goals will be provided. Suggestions for at home activities will be provided in support of their identified needs. Staff will develop a plan once students return to review progress toward students IEP goals.
- Students will be afforded all reasonable accommodations and modifications outlined in their IEP, 504, and/or support plan(s).

Multilingual Education

- ESL Teachers - English learners (ELs) will complete learning activities for language acquisition based on their English proficiency levels using Seesaw or Schoology.
- Bilingual Teachers - English learners (ELs) will complete the same activities as general education students (English/Spanish as appropriate) in the course; teachers will incorporate best practices for language acquisition using Seesaw or Schoology.
- Sheltered English Instruction Teachers - English learners (ELs) will complete the same activities as general education students in the course; teachers will incorporate best practices for language acquisition using Seesaw or Schoology.

General Grading Guidelines

These grading guidelines are based upon the principle of no educational harm to any child. There are factors outside of the control of the school system with learning being moved off site; therefore, the aim is that **student grades are not lowered as a result of remote learning**. This is not a time for failing students or adversely impacting student learning progress

Grading Principles

- Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.
- At the secondary level grading will consist of A, B, C, D, and I. At no point in time will a student receive an “F” as a final letter grade. Even if they were failing the course prior to school closures. Instead they will receive an I or Incomplete. Students will then be required to make up the “I” through the approved transition plan.
- At the middle school level grading will consist of pass/incomplete for the middle school level. At no point in time will a student receive an “F” as a final letter grade. Even if they were failing the course prior to school closures. Instead they will receive an I or Incomplete. Students will then be required to make up the “I” through the approved transition plan.
- At the elementary level marking will stay consistent with the already pre-established marking structure.
- A student’s cumulative grade may improve during remote learning, but cannot end lower than the student’s grade on March 13, 2020
- A student who is not able to be engaged, or who chooses to disengage, in remote learning could receive an incomplete or no grade. If students cannot or do not complete the work, there may be an incomplete grade assigned and a return to work incomplete remediation period.
- Where possible, the content from remote learning could be made up after the transition back to regular in-person school attendance resumes (summer school, August school, other).
- Remote learning is designed to support student learning and continuity of education.
- 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 remote learning. The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance.
- All students are encouraged to complete all of the work assigned and reviewed during the remote learning period.

- All required assessments for graduation are waived, including the Constitution Test. Executive Order 2020-15 suspends state assessments for the duration of the Gubernatorial Disaster Proclamation. With this order, state assessments, including the Illinois Assessment of Readiness, SAT, DLM-AA, the Illinois Science Assessment, and Constitution Exam are all suspended for Spring 2020.
- 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 remote learning. The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance.
- Students who were receiving a failing grade prior to remote learning continue to have an opportunity to show growth by engaging in remote learning assigned activities.
- Document every attempt made to engage inactive students; it is very possible the student is experiencing circumstances out of their control. A team of student support personnel will assist.

Transition Plan for Students

If a student receives an incomplete as a final designation, school personnel will confer with the building teacher and assess the competency and standards that are causing the student's incomplete status. Based on this assessment a plan will be developed to provide the student the opportunity to work and demonstrate competence. This may include makeup work, summer transitioning programming, credit recovery opportunities, re-enrollment in course, or self-paced guided work.

Student Access to Devices:

Grade level	Plan	Plan for families with no access to the internet
PreK to K	PreK- no devices issued; Kindergarten-iPads with chargers will be sent home, if possible	Accessing the Internet
Grades 1-3	iPads with chargers will be sent home, if possible	Accessing the Internet
Grades 4-5	Chromebooks and chargers will be sent home, if possible	Accessing the Internet
Grades 6-12	No change; devices are taken home daily	Accessing the Internet

Parent Information in Regards to Remote Learning

Parent Partnership:

It is not the intention of remote learning for parents to become the sole provider of educational content, but we will rely on their support. This partnership can help keep students progressing forward during an unprecedented time. Parents can expect communication from school personnel through phone calls, emails, video updates, social media posts, news updates, etc.

Communication to Parents:

Parents will be notified via the district's website and school messenger system. Directions to access information regarding remote learning days will be provided to parents via the website and school messenger programs. Teachers will be providing guidance on what is required from students via Schoology and Seesaw learning. School website and administrative e-mail messages will remind students and families of what to expect for remote learning.

Help Desk

Students and staff members can get tech assistance through calling (630) 301-5038 or by emailing helpdesk@sd129.org between the hours of 8 am and 4 pm, Monday-Friday.

Device Support

Device exchanges shall take place by appointment at WHS, between 11am and 1pm on Tuesdays and Thursdays, at door 14B.

The process for obtaining a device exchange will be as follows:

1. All technical support needs should continue to be started with the help desk by emailing helpdesk@sd129.org or by calling 630-301-5038
 - a. This service is only district owned devices issued to students - we cannot support devices not owned by the district, nor can we support Wifi or other issues at student's homes.
 - b. Students with non-district supported devices or networks requiring support should consult the provider of the device or service in question.
2. If, after working with the help desk, it is determined that the device needs to be exchanged, the help desk will direct the student to take the next steps.
3. The help desk will alert the Remote Support team that an exchange has been authorized.
4. Anthony or Don will be at WHS on Tuesdays and Thursdays to facilitate the device exchange.
5. The new device and old device shall be logged in this [Google Sheet](#).
6. Anthony will enable remote use of the device in the content filtering system based on the device being entered in the log.

7. This plan shall continue until such time as the district's inventory of spare devices has been depleted by 80% of the original quantity, at which time a plan to repair or acquire additional devices shall be completed.

Information Regarding Accessing the Internet:

1. The best option for connecting your student's school-issued device at home will always be via a WiFi internet connection
2. If you don't have a WiFi connection at home:
 - a. [Connect via your cell phone hot spot](#)
 - b. Talk to your neighbors about the possibility of sharing Internet connections
 - c. Aurora Public Libraries have a limited number of WiFi hotspots that can be checked out for a week at a time.
3. If you would like to get broadband WiFi access at home, at low cost, please check with [Comcast's Internet Essentials Program](#). For qualified households, Comcast can provide WiFi Internet access for free.

Additional Online Resources for Parents and Teachers

- [Password Reset on iPad](#)
- [Password Reset on Chromebook](#)
- [Clear Cookies and Cache](#) this will resolve many problems students may encounter while using web-based applications
- www.khanacademy.org (Google login; K-12; suggest courses by grade level)
- <http://seesaw.me> (Google login; K-5; CCs add activities to district library)
- [How to Message Your Child's Teacher on Seesaw](#)
- [Make sure your Seesaw App is Updated](#)
- [Seesaw Video Troubleshooting](#)
- www.flipgrid.com (send out prompts by level for student response via share code/QR code)
- <http://sd129.lib.overdrive.com/> OR Sora app for K-3 (Library Card Number: enter your Student ID PIN: enter your entire Last Name as it appears on your Student ID card (Capitalize only the first letter of your last name))
- Aurora Public Library library card required
 - [Overdrive directions for APL](#) (ebooks, eaudiobooks) 10 checkouts/month for up to 21 days
 - [Libby directions for APL](#) (ebooks, eaudiobooks) 10 checkouts/month for up to 21 days
 - [Hoopla](#) (ebooks, eaudiobooks, movies, comics) 4 checkouts/month
 - [RBDigital](#) (digital magazines, eaudiobooks) unlimited magazines, 24 eaudiobooks/month
- <https://www.commonsense.org/education/digital-citizenship> Digital Citizenship Courses for K-12
- https://beinternetawesome.withgoogle.com/en_us/educators Be Internet Awesome (Google's Dig Cit curriculum)
- www.nearpod.com Assign self-paced lessons, virtual field trips, etc via share code
- www.screencastify.com 4-12 students use extension to record learning
- www.google.com K-12 Collaborative work using Google apps
- www.scratchjr.org App for K-3 coding
- www.scratch.org Website for 4-12 coding
- www.edpuzzle.com video with questions embedded
- www.kahoot.com K-12 content review or students write questions for a Kahoot
- www.youtube.com various channels with content to watch and respond to
- www.schoolology.sd129.org 6-12 various assignments (discussion boards, Google integrated assignments, etc)
- www.ck12.org K-12 (Google Sign-in) various content area lessons
- [YouCubed](#) - website by Jo Boaler
- [Math Before Bed](#) - website - Transform and enhance math discussions every single day!
- [Robert Kaplinsky Website](#) - Go to the lessons section for some ideas to talk about math
- [Build Math Minds](#) Podcast & Website - Christina Tondevoid
- [Open Middle](#) - Problems that support dialogue and thinking
- [Math for Love](#) - Problems that support dialogue and thinking
- [NRICH Math](#) - Free resources for all levels of math
- [Smithsonian Virtual Tours](#)
- [Scholastic Learn at Home](#) - Organized by grade level
- [Elementary Math Information for Parents](#) - connects to our vision about math!
- [MobyMax](#) - Assign lessons in various content areas by standard.
 - [Directions for Student Use at Home](#)