

## Remote Learning Plan

### Guiding Principals

- Remote learning will respect the needs of all students and staff.
- Content for remote learning will be aligned to standards, relevant, and appropriate.
- Contact with students to support their social emotional needs is as important as learning.
- All families will have access to remote learning content.
- Remote learning will take into consideration family and home contexts.
- No student will be impacted negatively by remote learning.

### Grading

During Remote Learning Days, the school district will suspend all letter grade requirements. Teachers will focus on providing students feedback on completed assignments. All students will have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned. Teachers may utilize a pass/incomplete system of grading. Please note, a pass/fail system is prohibited. *Dependent upon the length of the mandated closure, fourth quarter report card grades may be suspended.*

### Attendance

Remote Learning Days are considered actual days of student attendance. Attendance will be taken daily. Teachers will submit an online attendance form to school secretaries with the names of the students who were absent from Remote Learning **the previous day**. This will provide students the entire day to engage in learning outside the time constraints of a regular school day. The school district recognizes that many students may not have the necessary support to complete assignments during normal school hours. Additional direction regarding attendance will be provided after further guidance from ISBE is released. Teachers should, however, consider how best to take attendance using a platform such as Seesaw, ClassDojo, or Schoology.

### Academic Content

Content for remote learning will be aligned to standards, relevant, and appropriate. Teachers should focus on reinforcing important skills taught prior to remote learning days. Teachers are not, however, prohibited from introducing new content. When introducing new content, teachers must consider the following:

- Providing families with a **pre-recorded** video of direct instruction. The teacher does not need to be in the actual video. Use of video from Khan Academy or other resources is acceptable.
- Being timely in responding to questions from students and/or their families regarding the new content. The school district has established hours during each Remote Learning Day teachers will be available to support students (8:30 a.m. – 1:30 p.m. at Palos South and 8:55 a.m. – 1:55 p.m. at Palos East and Palos West).

- Collaborating with their grade level or department colleagues to ensure all students are receiving similar content. This will provide the equity of educational services that is required by ISBE during Remote Learning Days.

The school district highly encourages teachers to continue to develop and provide content as a grade level or department.

**Content Delivery Method**

To fully support the needs of all staff and families during Remote Learning Days, the school district will utilize technology platforms for content delivery that have the capability to allow teachers to:

- Account for student attendance/engagement;
- Communicate directly with students;
- Collect assignments and;
- Provide teacher feedback.

Examples of appropriate technology platforms include but are not limited to Seesaw and ClassDojo. Palos South will utilize Schoology. Teachers will be provided professional development for Seesaw if they are not currently using an appropriate platform. The school district intends to require a single platform at the elementary schools next school year and highly encourages teachers to take advantage of professional development provided this spring.

Teachers are encouraged to pre-record a video or audio lesson at least once per week. The teacher does not need to be in the actual video. Use of video from Khan Academy or other resources is acceptable. Students seeing and/or hearing their teachers supports them social emotionally and helps them feel connected to school.

**Staff Engagement**

The school district recognizes the importance of staff engagement during Remote Learning Days. Grade level and department teams will hold virtual meetings once per week at a day/time assigned by their building principal. The purpose of the meeting not only to collaborate on remote learning activities but to stay connected with their colleagues while social distancing remains in place. The school district will utilize Zoom as its staff engagement platform. Teachers will be provided professional development on how to utilize Zoom.

**Student Engagement**

The amount of time students are engaged in remote learning must take into consideration each student’s individual home/family context. The school district has adopted ISBE’s recommendations and guidelines for minimum and maximum times of engagement by each student in remote learning activities.

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

**Live Streaming With Students**

During a long period of remote learning, the school district understands that some teachers may want to live stream with students. It is recommended that live streaming be reserved for helping students feel connected and supporting their social emotional well-being rather than as a platform for direct instruction. Teachers are encouraged to utilize pre-recorded videos/audio for instructional purposes. Please remember that behavioral norms and interactions with students must be the same as if the teacher was interacting with students in their classroom.

**Access to School Buildings**

The school district understands that from time to time teachers may need to access school buildings to retrieve materials and utilize office equipment. Teachers will have access to schools on weekdays between 9:00 a.m. – 11:00 a.m. Staff must practice social distancing at all times.

**Teacher Work Day**

The school district acknowledges that on Remote Learning Days, teachers may complete necessary tasks outside the “regular” workday just as students may be completing assignments outside the “regular” school day. Teachers must be available, however, during their normal contractual hours as outlined below and to attend virtual meetings or complete other tasks as assigned by an administrator. Flexibility and professionalism is a must during Remote Learning Days.

Palos South (6 hour and 40 minute contractual workday):

- **8:30 a.m. – Learning modules posted.**
- **8:30 a.m. - 1:30 p.m. – Monitoring and support as needed (i.e. teachers check email, Schoology or other district communication platform to answer questions and provide support as needed).**

Palos East and West (7 hour contractual workday):

- **8:55 a.m. – Learning modules posted.**
- **8:55 a.m. – 1:55 a.m. - Monitoring and support as needed (i.e. teachers check email, Schoology or other district communication platform to answer questions and provide support as needed).**

**Sick Days**

The school district understands that teachers may fall ill or may need to care for an ill family member during remote learning days. During such an event, teachers should utilize AESOP/Frontline to record their sick day and post on their technology platform (Seesaw, etc.) or

Schoology a notice to their students and their families that the teacher will not be available to provide support on that particular day.

### **Transition Back to On-Sight Learning**

The school district will support all students returning to on-sight learning once Remote Learning Days are no longer necessary. School social workers and counselors will assist in identifying the needs of individual students who may be struggling to transition back to school. No student's academic standing will be negatively impacted during the transition period. The superintendent will make specific recommendations regarding grading and promotion/retention decisions dependent upon the timeframe of Remote Learning Days.

### **Additional Guidance for Special Educators**

District 118 will serve students with disabilities to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. During this time, students with special needs and IEPs will be given the opportunity to continue with learning that is consistent for all students and be based on the Individual IEP. All decisions regarding special education must comply with guidance from the U.S. Department of Education.

### **Content Delivery**

Special education teachers and therapists will utilize the district platforms for delivering content. Seesaw will be used at East and West and Schoology will be used at South. Microsoft Teams will be used to live stream for direct interaction with students in the times special education staff requires necessary to support IEP goals. Should an alternative online tool be required to meet need in student IEP, teacher/therapist will notify administration for guidance.

### **New Content and Review/Practice**

The focus of instruction will be individualized and based on the students' IEPs, their goals, and the modifications and accommodations within the IEP. To ensure this differentiation occurs, there will be weekly communication between special and general education teachers. Special Education teachers will ensure the curriculum is accessible and multisensory in its nature to support their students' learning styles.

- Any changes to programs or goals should will be made at virtual IEP meetings or through the IEP amendment process
- Special Education teachers and therapists will document on log for each student minutes spent providing direct instruction/therapy to students, communication to students providing additional recorded instruction, supporting accommodations, modifying of instruction and materials for students, and collaborating with colleagues in developing online learning for student with disabilities.
- Special Education teachers and therapists will communicate directly with students and families weekly. Communication will occur from all professionals that provide special education service to student.

### **Roles of Related Service Professionals and Paraprofessionals in Delivering**

## **Instructional Services**

Related service professionals and paraprofessionals will be a part of the continued learning of special education students. These individuals should be working in collaboration with other educators to meet the needs of students with disabilities.

- Therapists will provide distance learning activities related to student goals along with live streaming therapy if determined by the therapist as needed
- Therapists will have weekly contact with students and families
- Therapists will document on log for each student minutes spent providing direct therapy to students, communication to students providing additional recorded instruction and goal related activities and collaborating with colleagues in developing online therapy for student with disabilities.
- Paraprofessionals will be available to the case managers of students they work with to assist with distance learning
- Social Workers/Counselor will provide resource for families in need of assistance, such as mental health resources, crisis lines, suicide prevention

## **Instructional Support Examples Provided by Special Educators**

- Identify realistic, individualized time frames for task completion being mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments
- Provide alternative options for participating in virtual class discussions
- Create video modeling of how you expect something to be done
- Use built-in accessibility features in learning management systems
- Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, ratios, chores, cleaning, hygiene, etc.
- Have students track activities with photos or videos and submit to teachers.

## **Alternative Grading/Assessment Suggestions**

When grading/assessing student work, the priority will be to assess in a manner that supports motivation and participation in remote learning. The assessments or grading will not be punitive in any manner.

- Grading for students with disabilities will occur with collaboration between case managers, service providers, and general education staff when determining a summative grade for the quarter.
- Assessments will be as inclusive as possible. Suggestions for assessments and grading practices that most benefit students with disabilities include:
  - Rubrics
  - IEP Goals and Objectives-Based Grading
  - Competency-Based Grading

- Portfolio-Based Grading
- Contract/Negotiation-Based Grading (Effort to improve current assignment to raise letter grade.)
- Pass/Incomplete (Although usually not recommended for students with disabilities, it may be appropriate during school closures.)
- When developing individualized grading/assessment practices for students with disabilities, the following factors will be considered:
  - Student need and present levels of performance
  - IEP Goals and Objectives
  - Kinds of accommodations/modifications/services that are provided
  - Capacity of support in the remote learning environment
  - Social-emotional response to the COVID-19 crisis
  - Access to needed resources to participate in learning
  - Student's past performance
  - Current grades

### **Additional Guidance for EL Teachers**

District 118 will deliver authentic language activities that allow English Learners to participate and access material in English and their home language (Arabic/Polish) during remote learning. Differentiated instruction as well as accommodations will be provided to ensure ELs have all the supports they need to succeed during remote learning.

### **Language of Instruction**

- EL teachers will be explicit about the language of instructional activities in which students are being asked to engage in.
- English Learners will be provided with opportunities that utilize their home language whenever possible.
- English Learners will have daily opportunities to engage in activities in both English and/or the home language within the four language arts domains of reading, writing, speaking, and listening.
- Teachers are aware of the language proficiency level of each of their students when designing activities for their EL students.
- English Learners will engage in Oracy-based activities that include deliberate and explicit instruction of speaking and listening.

### **Instructional Options and Opportunities for English Learners**

#### **Finding Natural Opportunities for Language Development**

English Learners benefit from and develop language by using, practicing, playing, observing, thinking about, and discussing language. Encouraging any and all language use will help them sustain their home language practices and contribute to their development in English. Teachers will encourage students and families to have conversations, tell jokes and stories, sing, and play with language! Teachers will also guide families to observe and talk about how they use language in their home and community.

### **Games and Play**

Teachers will use games to advance learning and engage students in a remote learning setting. This may include word games such as sorting and vocabulary investigations in English, Arabic or Polish as well as math games that will elevate students' learning.

### **Exploring Content**

- Sharing family stories can add to students' content knowledge, as well as learning about current or historical figures in American history and in the history of students' home countries or cultures. These stories could also serve as the basis for students in creating projects in which students could research and prepare presentations. Again, this type of project-based approach to learning would serve the needs of students at varying levels of language development and formal schooling.
- Section 228.30 of the Illinois School Code indicates that "...program components include: instruction in the history and culture of the country, territory, or geographic area that is the native land of the students or of their parents and in the history and culture of the United States...." Here again is a learning opportunity that could engage ELs -- whether in English or their home language. This information could eventually be shared with the rest of the class so that everyone broadens their learning horizons.

### **Content Delivery**

EL teachers will utilize district platforms for delivering content. Seesaw will be used at Palos East and Palos West and Schoology will be used at Palos South. Microsoft Teams will be used to live stream for direct interaction with students.

### **Grading**

#### **Guiding Principles to Help Meet the Assessment Needs of English Learners**

**Students' social-emotional well-being is a priority in assessment.**

- Make sure all feedback affirms growth and acknowledges difficult circumstances.
- Ask students what format and type of feedback is helpful to them.
- There should be NO failing or unsatisfactory grades as a result of performance during the remote learning period as that would be inappropriately high stakes, undermining to social-emotional well-being, and punitive in effect.

- Everything should be viewed as a formative assessment.

**Attention to growth and development of language and literacy in addition to content is essential.**

- Praise and acknowledge effective communication of ideas.
- Guide students to one or two new understandings about academic language without worrying about correcting all errors.

**Students' home and community language practices are a natural and essential part of how they make meaning and are thus an important vehicle to demonstrate learning and knowledge.**

- Validate and give credit for student work using a mix of English and the home language(s).
- Invite students to draft/complete work in languages other than English. This may be accompanied by a summary or reflection in English, so the teacher can access and give feedback.

**Distinguishing between assessment of academic language development and assessment of content knowledge (in all of the students' languages) will assure culturally and linguistically responsive grading.**

- Use two different assessment tools for a single student work product – one to examine demonstration of content and another to give feedback and support on language use.
- Separate language from content objectives in rubrics.

Grading for English Learners will occur with collaboration between EL teachers and general education teachers which will allow for more equitable assessment of English Learners' work. EL teachers will communicate with general education teachers weekly to ensure that instruction is differentiated and accommodations are made to best meet EL students' needs.

### **Recommended Actions to Support the Assessment of Multilingual Learners**

**Develop digital student portfolios to document content and language development over time.**

- Students and families collect/self-select writing samples, recordings of themselves speaking and explaining an idea in home language and/or English, photos of artistic projects, science projects, posters, and diagrams.

**Develop teacher-student and individual learning goals.**

- Teachers will check-in with EL students through Google Hangout to set goals and action steps for a particular time frame



### **Create authentic assessments based on actual experience and in current context.**

- Social studies and language arts students could conduct family interviews to gather historical information about their families' experiences guided by a rubric or checklist of elements.
- Recognize the value of learning communicated/demonstrated in ANY language. Even if we can't understand or read the language, there is intrinsic value in the student expressing it.

### **Utilize more general learning and language rubrics.**

- A general writing rubric can be used across grade levels and content areas.
- Provide options of multiple tasks or projects for students to meet the unit objectives.
- Describe criteria broadly so that it can be demonstrated in multiple ways.
- Use flexible structures and rubrics that allow for a huge variety of experiences and resources. Rubrics do not have to be task or language-specific.

### **Place student reflection and self-assessment at the center of feedback.**

- Students have a personal journal/learning log/interactive learning log with dated entries to document their learning, impressions, and feelings about the experience of learning under these new conditions.

### **Establish community among staff and between staff, students/ families, and peer-to-peer groups.**

- The emphasis should be on documenting and processing learning, reflection, and self-evaluation.
- Teachers can guide, collaborate on rubrics or criteria, and offer feedback.

### **Use assessment practices that promote engagement and let students know that they are heard.**

- Students can create bilingual books, family interviews, journaling, learning logs, identity text creation.
- Students should be offered multiple modalities and means for expressing/demonstrating learning.
  - It is important to give students the opportunity and freedom to show what they know in content areas in multiple ways (projects, products, and performances).