

EXHIBIT B

Edwardsville Community Unit School District 7 Remote Learning Plan for Excluded Students 2022-2023 School Year

Overview

In accordance with the declaration of the Illinois State Board of Education, remote learning is only provided to students who are under isolation or quarantine for COVID-19. If a student does not meet the above criteria, but requests remote learning due to a medical condition, the request for remote learning will be evaluated under Section 504 of the Rehabilitation Act. If the student has a qualifying medical condition, the student may be provided home/hospital instruction. The District will implement Remote Learning opportunities for students who meet the above criteria. When applicable, the remote learning activities will reflect the State learning standards. The lessons will focus on essential course skills and content appropriate for the period of remote learning.

Attendance

Students are expected to attend daily. We encourage and suggest several ideas for how classroom teachers can collect and count a student as present when the one-to-one daily connection is not practical:

- Video conference “check-ins.”
- Wellness checks coupled with a question on student engagement/participation in lessons.
- Phone calls coupled with a question on student engagement/participation in lessons.
- Text messages or emails coupled with a question on student engagement/participation in lessons.
- Packet collections by school personnel.

Grading

The District will use its traditional grading policy when students are engaged in remote learning. Students will be expected to complete all assignments, assessments, and projects in a timely manner. All assignments will be graded when appropriate and students will be provided with feedback on each graded assignment. The district will provide teachers and students with the appropriate resources to engage in remote instruction, when necessary.

Incomplete

Students can only receive an incomplete grade when a situation occurs that is beyond their control.

Students who encounter long-term illness while engaged in remote learning may be evaluated under 504 of the Rehabilitation Act and provided home/hospital instruction. Students with a medical condition that are anticipated to be unable to attend school for a period of 2 or more consecutive weeks or on an ongoing intermittent basis may receive homebound instruction and should start this process with their guidance counselor or assistant principal.

Communication and Engagement

Teachers will provide students with a daily schedule while they are excluded. Students will be expected to engage in synchronous and asynchronous instruction.

- Teachers and students may communicate using the following tools:
- Seesaw
- Email
- Schoology
- Microsoft Teams

Our goal will be to maintain ongoing communication with students and parents throughout the remote learning period.

Technology

The district will provide a device for every remote student. Parents will need to maintain this device and web access in their homes for student access to lessons, personalized learning, and assignment retrieval. Paper packets may be made available as needed. Internet access will be provided for those students who do not have access at home. All district-issued devices are filtered and monitored by technology staff whether at home or at school.

These devices will be the responsibility of the student and the parent while at home. The parent may be financially responsible for any lost, damaged, or stolen devices, including the power cords. The District will communicate the device return date to parents. If a family leaves the district, all district property must be returned to the home school. Technical support will be provided by the home school. Parents can contact their home school with any questions regarding their device. For additional information, please refer to the Chromebook Student User Agreement found in the handbook.

Students with Special Needs

a. Students with Special Education Services

Students who receive Special Education services in the General Education setting will continue to receive assignments from their General Education teacher. The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The General Education Teacher and the Special Education Teacher should collaborate to ensure the assignments support the student's progress towards their IEP goals and objectives.

Students who receive Special Education services in the General Education and Special Education setting will receive assignments and activities from their General Education Teacher and from the Special Education Teacher. The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The General Education Teacher and the Special Education Teacher

should collaborate to ensure the assignments support the student's progress towards their IEP goals and objectives.

Students who receive Special Education services in the Special Education setting will receive all of their assignments and activities from their Special Education Teacher(s). The Special Education Teacher will continue to make modifications and accommodations for the students based on each of their individual IEPs. They will continue to check in with the students in their classes to check for understanding and provide assistance in completion of assignments and learning activities. The assignments and activities assigned should all support the student's progress towards their IEP goals and objectives.

Related Services: Speech, Social Work, Occupational Therapy, Physical Therapy, Adapted PE

Each student's case manager and related service provider(s) should collaborate with the parents/guardians of the students on their caseloads to determine the service delivery model that will work best for the student including teletherapy on an approved teletherapy platform. Additional resources may be posted to the District backpack and/or emailed/mailed to parents/guardians which may include home practice activity resources, including videos, website links, etc. These team decisions should be based upon the student's goals and objectives outlined in their IEPs and take into consideration available technology as well as the amount of time the student will need to dedicate to their core academics. The related service provider and parents/guardians will develop an agreed upon schedule and mode to deliver the services. These plans should be revisited often and adjusted as necessary to meet each student's individual needs.

IEP Meetings

Will continue as scheduled via Microsoft Teams. Please watch your emails for invitations and any important changes to the schedule from your IEP Coordinator.

b. Homeless Students

The District will comply with the McKinney-Vento Homeless Assistance Act and Board Policy for education of homeless of students. The District will coordinate with the homeless liaison and evaluate the unique needs of homeless students on a case-by-case basis.

c. ESL Students

The District will evaluate and assess the unique needs of ESL students on a case-by-case basis.

Transition Back to On-Site Learning

Upon the State Superintendent's declaration that remote learning days or blended remote learning days are no longer deemed necessary, students and families will be provided with specific details and the timeline to transition from remote learning to onsite learning.