

Morrisonville CUSD #1
Remote Learning Plan

Remote Learning Plan: Section	Responsibilities
District Responsibilities	<ul style="list-style-type: none"> ● 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 stakeholders. ● Support teachers in planning and implementing remote learning plans. ● Help families find needed resources in the community (health, academic, social, emotional).
Teacher Responsibilities	<ul style="list-style-type: none"> ● Make remote learning activities available in a timely manner. Focus on learning not compliance. ● Be available at scheduled times to answer student/caregiver questions. ● Provide 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. ● Email a log of work regularly to your building principal and superintendent.
Student Responsibilities	<ul style="list-style-type: none"> ● Review assigned work. ● Complete assigned work. ● Ask clarifying questions when you need help or don't understand. ● Be respectful to yourself, others and teachers.
Parent/Caregiver Family Responsibilities	<ul style="list-style-type: none"> ● Review work assigned to the student. ● Encourage students to get enough sleep. ● Talk to students about their work every day. ● Set sensible time limits for technology use. ● Help students establish and follow regular daily routines. ● Communicate with your child's teacher should you have questions

Remote Learning Plan Essential Components

The *plan* should be viewed as formalizing and naming our collective efforts to extend learning opportunities through the pandemic. This document is meant to assist teachers with creating remote learning plans. Additionally, teachers are also encouraged to collaborate with TLT team members through phone calls, google meet etc. Administrators are also available to answer questions by phone or email at any time. During the first two weeks of school closure, Morrisonville CUSD #1 teachers have done an outstanding job of creating learning opportunities for students and communicating with students. This plan is an extension of what our staff is already doing.

Below are the components that the Remote Learning Plan must address along with how the Morrisonville CUSD #1 plans to meet each requirement.

- 1) Accessibility of the remote instruction to all students enrolled in the school or district. Technology and packets will be utilized to provide students with the resources and the assignments needed for remote learning. For students in grades 7-12 grade, chromebooks have been provided to those students that need a device in order to complete the on-line assignments. In addition to on-line learning activities, packets have been distributed to K-6 grade students to further enhance their learning during remote learning days. Teachers in grades K-6 should continue working in teams to create learning packets and creative ways to extend learning opportunities for students.
- 2) When applicable, a requirement that the Remote Learning Days our activities should reflect the State Learning Standards. The on-line and hard copy activities that are assigned to students during remote learning days have been developed and assigned by the classroom teachers specifically for their class/students and consist of the district approved curriculum. As a result, the activities align with the State Learning standards for each subject and grade.
- 3) Means for students to confer with an educator, as necessary. During remote instructional days, each teacher will be monitoring logins and Google Classroom to track student activity and will also be available to communicate with students/parents as needed.
- 4) The unique needs of students in special populations, including, but not limited to, students eligible for special education under Article 14 of the code, students who are English learners, as defined by Section 14C-2 of the Code, students experiencing homelessness under the Education for Homeless Children Act, or vulnerable student populations. During remote learning days, consistent communication with students with special needs will be provided through e-mail, phone calls, or other district approved communication tools. Staff will document the best efforts being made under the current emergency conditions to ensure ongoing growth and progress and to continue serving these students to the greatest extent practicable by tailoring remote learning that provides

educational benefits to students with disabilities. Methods may include regular communication, scaffolding, and breaking up assignments into more manageable parts.

- 5) Transitions from remote learning to on-sight learning upon the State Superintendent's declaration that Remote Learning Days are no longer deemed necessary. By providing remote learning activities and resources as well as monitoring the student's work during remote learning days, the staff will be able to assess the students' understanding of concepts. This will lead to a smoother transition to on-sight learning and a better assessment of the concepts that need to be reviewed/retaught.

Grading

The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on **learning, not on compliance**. Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. 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. A focus on keeping children emotionally and physically safe, fed, and engaged in learning will be our first priority during this unprecedented time. In the long term, we should develop alternate methods of assessment for career and technical education course work, where appropriate, including use of video, electronic submission, etc. The "new normal" for grading and assessment during remote instructional days will be to recoup, review, refine, finish year. The grades a student had in March 2020 will not be negatively impacted as long as students complete the work during remote instructional days. All fourth quarter grades will either be pass or incomplete.

Dual Credit

The guidance below advises secondary and postsecondary institutions in Illinois on supporting and accommodating students who are enrolled in dual credit courses during the COVID-19 public health emergency.

Work can be assigned during these days, but any work completed **must not negatively impact** a student's grades or academic standing. Effective immediately, dual credit instruction should continue, if at all possible, during the suspension of in-person instruction, or resume as soon as possible, to ensure students are able to meet the objectives of the dual credit course. However, that instruction **must not negatively impact** a student's academic standing.

For those dual credit courses that are taught by a high school instructor: The online, alternative, or remote instruction that takes place must still meet the standards for college credit. So long as coursework is being completed in these courses, students should receive credit for that work.

For those students who may not be able to complete a course within the current semester framework: Students unable to complete the dual credit course within the semester timeframe may be given the option to receive an “Incomplete,” with an individual plan to complete that work as soon as is possible, within the context of the credit granting higher education institution’s policies for completion of coursework.

★ *It should be noted that this plan was developed in collaboration with the MEA and building administration. Due to the time sensitive nature of this plan, ISBE does not require approval from the BOE.*