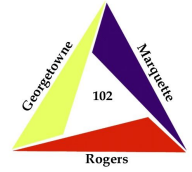


Plan for Remote Learning Days North Pekin-Marquette Heights School District #102



Purpose of Remote Learning Days

On Friday, March 27, the ISBE informed school districts in Illinois that Remote Learning Days will begin for schools statewide on March 31 and continue until in-person instruction can resume. During Remote Learning Days, schools may implement either an eLearning Plan, a Remote Learning Day Plan or a hybrid of both that provides students with instruction and access to educators through whatever means possible. Additionally, schools may use up to five Remote Learning Planning Days at any time after March 30 to conduct planning activities on Remote Learning Days in partnership with their collective bargaining units. Remote Learning Days, Remote Learning Planning Days, and Act of God Days will all count as actual student attendance days and will count toward the minimum length of the school year. No student attendance days will need to be made up at the end of the year.

The plan, as outlined below, was made in conjunction with District administrators with feedback from teacher leaders as well. District #102 firmly believes that structured learning occurs best in a classroom with trained and certified teachers, however, under our current set of circumstances, this cannot occur. District #102 has created a plan that will...

- Minimize the educational impact that school closures will have on students.
- Allow for maximum student engagement, in a developmentally appropriate manner.
- Allow for teachers to give feedback.
- Recognize student and teacher schedules and needs during the closure period.
- Enable students and staff to maintain relationships which are the cornerstone to an effective learning environment.

Whereas an eLearning Day would occur for a day or two at a time, Remote Learning Days (RLD) need to address the essential skills and learning standards that a student needs to understand in order to be successful at the next level. During the extended closure, these standards will be the focus of learning opportunities as presented by teachers. Teachers will have autonomy to create assignments which may or may not count for points as they will need to continuously gauge student understanding and re-teach as needed.

The plan, as outlined on the pages that follow, are in agreement with the Illinois State Board of Education's recent guidance documents released on March 27, 2020. Districts have local control over the final plan to be implemented and District #102 ensures the plan as outlined on the pages that follow meets the minimum requirements.

Meal Distribution

During the shutdown, any student in need of a breakfast and/or lunch can pick those up at one of District 102's designated meal distribution sites. Meals can be picked up behind Georgetowne Middle School or Marquette Elementary School between 7:30 AM and 10:00 AM Monday through Friday.

Communication for RLD Expectations

Communication for Remote Learning Days (RLD) Expectations can be found on District #102's website. Any updates or announcements will also be posted there. Additionally, to ensure that students and families are aware of any changes, occasional emails from the District may be sent. Communications from building principals will reiterate District expectations.

Online Instructional Platform

Google is District 102's online learning platform. All District 102 students in 1st through 8th grade have access to the platform through their **Google Account**. Students in grades 3-8 already have access to their accounts and use them daily. Students in grades 1 and 2 will be assigned Google Accounts and assigned to their teacher's classroom. Students who need their password for any reason should contact their building principal for assistance.

Tech Support

Parents of students experiencing issues with their Chromebooks or access to a district-issued device should email the classroom teacher or building principal. Our staff will attempt to answer any questions it can before referring the issue to our Tech Support team. Should a device need to be switched for repair, a dropoff time and location will be established via phone or email.

Student Expectations & Responsibilities

While using a district-provided Chromebook, any Google App for Education, or any resource provided by District personnel with the intention of learning, students are held to the same standards to which they would be subjected in a traditional learning environment. Any inappropriate behavior will be dealt with in accordance with the necessary District personnel. Students and parents can reference the student handbook linked to each school's homepage. As always, students are expected to engage in eLearning and Remote Learning with social integrity and academic honesty.

Daily Expectations during Remote Learning for ALL Students

Some expectations will vary based on the grade level of a student, but those below apply to all students:

- Students will need to access Dojo and their Google Classroom each day to see the learning expectations as presented by their teacher(s). Students are encouraged to find a dedicated work/study space free from as many distractions as possible.
 - For those **students without internet access** who need to complete alternate assignments, they will need to work with teachers to develop a plan for work to be submitted.

- Students should contact their respective teachers with any questions about assignments. Teachers will communicate their availability via Class Dojo and/or Google Classroom and respond when they can.
- Students must submit work as directed by each individual teacher. Not all assignments will be collected or graded.
- During any **virtual meetings/classrooms**, students may choose whether or not they want to have video enabled.

Grading Guidelines

- The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period will be based on learning, not on compliance.
- Grading will focus on the continuation of learning and will prioritize remaining connected and caring for students and staff. All students will 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. Keeping children emotionally and physically safe, fed, and engaged in learning is a priority during this unprecedented time.
- Students' grades will not be negatively impacted during the period when our RLD is being implemented. A student may, however, improve his/her grade during this period.
- All grading will be on a Pass/Incomplete basis. Students will either receive a "pass" for work they completed and submitted, or they will receive an "incomplete" for work that needs to be corrected and resubmitted, or for work that is not submitted at all.
- As a guideline, for work that is graded, receiving 70% or above will be considered passing. Work receiving 69% or below will receive an incomplete and students may redo and resubmit for a passing grade.
- Teachers still have complete autonomy to assign formative assignments/assessments to gauge student understanding. Formative assignments/assessments are not for a grade.
- Teachers will have the option of providing summative assignments/assessments. Summative assignments and assessments are for a grade and are able to be remediated so there is no negative impact to a student's grade.

Plan for Implementing Remote Learning Days

Listed below are the procedures our district will use when implementing its Remote Learning Day plan during an extended closure of school.

Georgetowne Middle School (Grades 6-8) Instructional Delivery Plan

- Daily work assigned through Google Classroom/Class Dojo. A variety of online platforms may be used to supplement core lessons.
 - CommonLit
 - Discovery Ed.
 - Khan Academy
 - Freckle/Mobymax
- Packets and activities by core content teachers for individuals without internet access.
- PE bingo, daily fitness activities, health education information.
- Music theory activities, additional instrument education.

Rogers Elementary School (Grades 3-5) Instructional Delivery Plan

- Teachers will be available via Class Dojo/email/Google Classroom
- Packets and activities assigned through Google Classroom will be aligned to core content areas
- Music and PE activities will be provided
- Enrichment and work may be assigned through additional online platforms, including but not limited to Zearn, Prodigy and IXL.

Marquette Elementary School (Prek- Grade 2) Instructional Delivery Plan

- Packets and activities tied to core content areas
- Music and PE activities
- Google Classrooms set up for those who are able to submit work or participate in discussion (1st and 2nd grade)
- Work may be assigned through additional online platforms, including but not limited to Zearn and IXL.
- Online options for those who have online access, including but not limited to Reading Eggs, Zearn and Starfall.

Special Education Students Instructional Delivery Plan

- Special education teachers and related service personnel will be available via Class Dojo/email/Google Classroom to communicate with parents/students.
- Special education teachers and related service personnel will provide educational materials and on-line learning activities that students can access at home. Instructional activities are based on student IEP goals/objectives and reflect Illinois Learning Standards.

Recommended time spent on Learning Activities

The following recommendations and guidelines are presented as suggested 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

Additional Activities

Further, teachers are encouraged to give additional optional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects) as long as it is made clear to students and families that the work is optional and will not negatively impact a student's grade. Additional engagement is 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. In addition, students and families are encouraged to support academic skills and social-emotional health through activities that extend beyond assigned remote learning work.

Suggestions for Additional Activities				
MIND	BODY	SPIRIT	ENVIRONMENT	FAMILY
<ul style="list-style-type: none"> • Reading, e.g., independent reading, listening to someone else read, audiobooks • Puzzles, Word Searches • Write a story or in a journal • Count money • Draw a map of your neighborhood • Building with blocks or Legos • Listen to a podcast 	<ul style="list-style-type: none"> • Take a walk • Dance • Exercise • Fine/gross motor activities • Stretch or do yoga • Play a sport 	<ul style="list-style-type: none"> • Listen to music or sing • Playing (inside or outside) • Creative arts • Coloring or drawing • Imaginative play • Meditate • Do something you've been avoiding 	<ul style="list-style-type: none"> • Clean up your room • Do age appropriate chores • Gardening • Fix something broken • Take care of pets or plants • Cook or bake 	<ul style="list-style-type: none"> • Write a letter to someone • Play board games with a family member • Tell jokes or riddles • Build a fort and tell stories in it • Offer to help someone

Expectations for District 102 Staff

Teaching Staff

- Staff are expected to work from 8:00 AM to 3:00 PM each day. Staff must be available by email or Dojo from 9:00 AM-2:00 PM. The times from 8:00-9:00AM and 2:00-3:00 PM are considered planning time.
- Must be available from a remote location or may choose to work from their classroom if needed.
- Will comply with district expectations for daily check-in and daily reporting of activities.
- Be available via teleconferencing for special education meetings as required by federal and state timelines and as arranged by the special education office.

Non-Teaching Staff

- Secretaries and Principals will continue to be available from 8:00 AM to 3:00 PM from a remote location or in the office as needed.
 - Continue daily duties such as:
 - Return emails/calls as needed
 - Make copies for teachers
 - Be available if families arrive to pick up any materials
 - Communicate updates and expectations to staff
 - Communicating updates to parents
- Social Worker, Speech Pathologists, Psychologist
 - Perform essential duties relative to specific responsibilities and assisting with the delivery of Remote Learning.
 - Staff are expected to work from 8:00 AM to 3:00 PM each day. Staff must be available by email or Dojo from 9:00-2:00.
 - Assist teaching staff with issues related to instruction.
 - Conduct phone conferences with parents/students/staff as needed.
 - Complete mandatory state and local reports
 - Comply with district expectations for checking in and reporting activity on a daily basis.
 - Maintain student service logs
- Paraprofessionals
 - Perform essential duties related to assisting with the delivery of Remote Learning.
 - Staff are expected to work from 8:00 AM to 3:00 PM each day. Staff must be available by email or Dojo from 9:00 AM-2:00 PM.
 - Assist teaching staff with delivery of instruction.
 - Assist special education staff in providing online interventions for students with IEPs

- Participate in professional development as directed by the administration.
 - Assist office staff with clerical duties.
 - Assist with other duties as requested by the building principal or superintendent.
- Cafeteria
 - Perform essential duties related to the food service process:
 - Prepare and distribute Grab & Go breakfast/lunch meals.
 - Perform necessary cleaning of kitchen areas.
 - Perform other duties as assigned by the cafeteria manager.
- Custodial/Maintenance
 - Perform essential duties related to the upkeep and maintenance of the building:
 - Work to keep the buildings clean and free of contamination as district staff may need access to the buildings to continue providing Remote Learning to the students.
 - Perform essential daily duties to keep the buildings running by addressing necessary maintenance of areas in need.
 - Perform essential duties to prepare the buildings for the return of Face-to-Face learning of students when that occurs.
- Bus Drivers
 - Perform essential responsibilities which include:
 - Clean and entirely disinfect each bus.
 - Clean and organize the bus garage. Stock supplies. Empty garbage.
 - Other duties as assigned by the superintendent.

Note - This plan is fluid and will continue to evolve as more online instructional materials, methods and ideas are discovered or created by teaching staff.

Requesting Print Copy of Materials

For those who do not have internet access at home, printed copies of assignments and learning activities can be requested. Families will need to contact students' teachers and have paper copies sent to buildings to be printed. Pickup date/time can be arranged.

Remote Learning Planning Day

The state of Illinois has acknowledged that providing instruction to students using Remote Learning Days is a new concept that requires additional planning. As a result, the ISBE is allowing each district to use up to five days over the course of the shutdown as Remote Learning Planning Days. These days are days where there is no virtual interaction between students and teachers, but instead, teachers will work with district administration and other teachers to plan activities for the coming days and weeks of the shutdown. Any days District #102 uses as Remote Learning Planning Day will be communicated to the parents so that they are aware.

Transitional Plan

District #102 looks forward to the day when students and teachers can return to face-to-face learning. District educators fully understand that when students are able to return to work, the transition may not be smooth for all students. To assist with the transition from Remote Learning to Face-to-Face learning, District #102 is committed to the following activities to assist with the transition.

- Prior to returning, District 102 staff will have cross grade level and department meetings to address where each grade level or subject matter teacher was in their instructional plan when the shutdown began and what their students were able to complete during their Remote Learning Days. This will allow teachers of incoming students to know where their students left off in their learning so that reasonable expectations can be established for incoming students.
- Each school will use its Problem Solving team to address areas of concern with individual students who face challenges when returning to Face-to-Face learning. Problem Solving teams will provide strategies to be implemented with each identified student to promote success.