

Remote Learning Plan 2020

A Guideline for our Community during the COVID-19
Emergency



**Decatur
Public
Schools**

Educating for Success

Overview of Remote Learning

Decatur Public Schools wholeheartedly believes learning does not stop when school doors close. We realize this is a difficult time but know our school community stands ready to show students they can be learners anytime, anywhere.

The goal of this Remote Learning Plan is to provide opportunities that inspire our students to continue to inquire, discover, innovate and learn during this time when we are away from each other.

To accomplish this goal and with guidance from the Illinois State Board of Education, we uphold the following principles as a district:

- 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 non-digital access to content
- We are committed to providing students materials/lessons that align with the Illinois State Learning Standards
- Parents will need access to clear information and ample resources- We are committed to providing ongoing updates as a district in multiple modes of communication (phone call, social media platforms, etc.)
- Teachers may need support, encouragement, and compassion to ensure their success

Remote learning that emphasizes interaction, as well as 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.

Remote Learning Data Tracking Sheet										
Teacher Name _____				Department _____						
_____				Course _____						
_____				Period _____						
Student First Name	Student Last Name	Contact	Contact Date	4/13	4/20	4/27	5/4	5/11	5/18	5/26
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										

Instruction- Phase I

This phase consists of the Continuous/Remote Learning Packets sent home at the start of Shelter in Place. This phase also consists of a Round 2 of Continuous/Remote Learning Packets that will be made available for families beginning April 1 and can be used through April 10th.

Instruction- Phase II

Remote Learning will begin on April 13, 2020. Each day, students will access their distance learning platform as communicated by their teacher.

- Guidelines for consideration of student engagement in remote learning activities for **PreK** should follow (no more than 30 minutes a day):

Subject	Time
Reading/Writing	10 minutes
Math	10 minutes
Science/Social Studies	5-10 minutes
Encore (Music/PE/Art)- OPTIONAL	5-10 minutes

- Guidelines for consideration of student engagement in remote learning activities for **Grades K-2** should follow (no more than 60 minutes a day):

Subject	Time
Reading/Writing	20 minutes

Math	20 minutes
Science/Social Studies	10-20 minutes
Encore (Music/PE/Art)- OPTIONAL	5-10 minutes

- Guidelines for consideration of student engagement in remote learning activities for **Grades 3-6** should follow (no more than 90 minutes a day):

Subject	Time
Reading/Writing	30 minutes
Math	30 minutes
Science/Social Studies	15-30 minutes
Encore (Music/PE/Art)- OPTIONAL	10-15 minutes

- Guidelines for consideration of student engagement in remote learning activities for **Grades 7-8** should follow 20 minutes per class that they are scheduled in (no more than 120 minutes a day):

Subject	Time
ELA - Reading/Writing	20 minutes
Math	20 minutes
Science	20 minutes
Social Studies	20 minutes
PE/Health	20 minutes
Encore (Music/Art/Tech)	20 minutes

- Guidelines for consideration of student engagement in remote learning activities for **Grades 9-12** should follow 30 minutes per class they are scheduled in (no more than 180 minutes a day).

What Content Should Be Covered?

As a district- we will provide the standards for teachers to teach for each week. Teachers will then create activities around those standards. Teachers can have the flexibility to then add activities to that as optional.

What About Credits for HS this Semester?

If school does not return from Remote Learning during the Spring 2020 semester, students will receive credits based upon the courses they were enrolled in at the time school transitioned to the “Act of God” days- (March 17th). ALL students may work to improve their current grade during the remaining time of the Spring 2020 semester. This is allowed for all students and all grades and must be completed by the end of the regularly scheduled semester.

Are there Non-Digital Options Available?

Packets will be available for families at their request that involve no technology. Packets may be picked up at the building level. All packets will be complete by April 13 for Elementary.

Grading of Student Work

During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain continuity of learning. We recognize the importance of providing feedback, and helping students be able to assess their progress, and learning; and communicating this to students, parents, and teachers.

That being said- Decatur Public Schools believes:

- 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.
- The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on learning, not on compliance.
- Teachers are asked to provide feedback to students on completed work.
- Complete/Incomplete - the teacher will not assign grades, but rather will track each assignment for completion and turn into the building principal on a weekly basis.
 - Principals will have teachers populate these spreadsheets with their students rosters based on enrollment in Skyward.

ISBE recommends where possible, the content from remote learning should be made up after the transition back to regular in-person school attendance resumes (summer school, August school, other).

Planning for Phase II

Phase II Responsibilities During Remote Learning

District Responsibilities	<ul style="list-style-type: none">● Develop thoughtful, accessible remote learning plans using stakeholder input, when possible.● Support schools in planning and implementing remote learning plans● Help schools identify needed resources in the community (academic, health, social, emotional).● Provide necessary professional development on digital learning tools and best practices
School / Administrator Responsibilities	<ul style="list-style-type: none">● Implement a remote learning plan● Communicate regularly with all stakeholders● Support teachers in planning and implementing remote learning plans.● Help families find needed resources in the community (academic, health, social-emotional support).● In the event of teacher absence, assign students to another teacher platform - make sure the instructional specialist, grade level partner, and PDI support staff are also assigned.● Ensure non-digital materials are readily available for families.● Ensure students of absent teacher (s) are assigned a remote learning teacher for the duration of the teacher absence
Teacher Responsibilities	<ul style="list-style-type: none">● Make remote learning activities available in a timely manner (daily Monday -Thursday with all activities for the day posted by 8 AM or on a weekly basis)● Be available during scheduled times to help answer student/caregiver questions● Provide timely feedback on student work● Communicate regularly with students (See below for teacher expectations)● Collaborate with Teacher Assistant to provide assistance
Students Responsibilities	<ul style="list-style-type: none">● Complete assigned work● Check for assigned work and lessons daily● Ask questions when you need help or don't understand● Be respectful of yourself, teacher, and peers● Remote Learning with Digital Devices - Expectations
Parents/ Caregivers Responsibilities	<ul style="list-style-type: none">● Encourage your child to check for assigned work and lessons daily● Review work assigned to the student● Reserve a space for students to complete their work

	<ul style="list-style-type: none"> ● Encourage students to get enough sleep ● Set sensible time limits for technology use ● Talk to students about their work every day ● Remote Learning with Digital Devices - Expectations ● Ensure student access to school resources <ul style="list-style-type: none"> ○ If your student does not have digital access contact your school's principal to receive non-digital work options. ○ Non-digital options will also be posted on the DPS 61 website for PreK-6th grade students under the parent tab. Non-Digital Printable Activities
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Teacher Expectations

Teachers are not “on-demand” during this time, so please allow for a timely response between these working hours: 9 a.m.– 11 a.m. (Planning) and 12 p.m. – 2 p.m. (Office Hours)

Teachers are expected to...

Participate in online professional development and training accessible via the Remote Learning Site starting April 3. Teachers should begin preparation for Remote Learning at this time- The first Remote Learning day for students will be Monday, April 13.
Choose and share their preferred learning platform with their Principal (SeeSaw, Class Dojo, or Google Classroom) by Wednesday, April 8. Professional Development will be provided for Google Classroom.
Send notice to students and families with Remote Learning Plan expectations and directions for accessing the learning platform between Wednesday, April 8 and Friday, April 10. Digital and Non-Digital options will be available for families. Provide contact information via SeeSaw, Class Dojo, or Google Classroom.
Update the daily course work in SeeSaw, Class Dojo, or Google Classroom by 8 AM for each Remote Learning Day. Activities must reflect the grade level Illinois State Learning Standards. *Teachers <u>may</u> post all assignments on a weekly basis rather than daily*
Be available for questions/support/teaching each day (after posting daily requirements) between 9 a.m.– 11 a.m. (Planning) and 12 p.m. – 2 p.m. (Office Hours). Emails/contacts received after 2 p.m. may be answered the following school day.
Provide timely feedback to students’ activity/work (qualitative feedback, next steps, constructive improvement recommendations, etc.) within 48 hours.
Assign due dates for each activity or experience. Track completion on Google sheet provided. Efforts will be made to contact students who are not participating in coursework (phone call, email).

Encore teachers will provide options for students on a weekly basis. These activities will be provided to the classroom teacher to post in their platform.

Device Deployment:

Specific times and locations for each building and date will be communicated by individual buildings.

	April 3	April 6	April 7	April 8	April 9
Day 1 Locations	Durfee French Oak Grove Franklin Muffley	Hope Dennis Johns Hill Baum Stevenson Harris Alt/Ed SEAP	Parsons Garfield Enterprise SDMS South Shores		
Day 2 Locations		Durfee French Oak Grove Franklin Muffley	Hope Dennis Johns Hill Baum Stevenson Harris Alt/Ed SEAP	Parsons Garfield Enterprise SDMS South Shores	
Day 3 Locations					Make Up Day - All Buildings

Help Desk Ticket System

Instructions found at www.dps61.org/help

For students, the first line of requesting support should be the building email help desk ticket system.

For staff, you should still use your normal process for submitting tickets.

Remote Tech Support Available via students Google email only	Using your district issued Google Email, create an email message to your schools remote support email (see below). Include a description of the issue you are having. A technician will try to respond within 48 hours.
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- BaumRemoteSupport@dps61.org
- DennisRemoteSupport@dps61.org
- DurfeeRemoteSupport@dps61.org

- EisenhowerRemoteSupport@dps61.org
- EnterpriseRemoteSupport@dps61.org
- FranklinRemoteSupport@dps61.org
- FrenchRemoteSupport@dps61.org
- GarfieldRemoteSupport@dps61.org
- HopeRemoteSupport@dps61.org
- HarrisAltEdRemoteSupport@dps61.org
- JohnsHillRemoteSupport@dps61.org
- MacArthurRemoteSupport@dps61.org
- MuffleyRemoteSupport@dps61.org
- OakGroveRemoteSupport@dps61.org
- ParsonsRemoteSupport@dps61.org
- SouthShoresRemoteSupport@dps61.org
- StephenDecaturRemoteSupport@dps61.org
- StevensonRemoteSupport@dps61.org
- SEAPRemoteSupport@dps61.org

Troubleshooting

If you are having trouble connecting your ipad to your home wifi router try some of these steps:

- Go to wifi settings and select the wifi. Choose “Forget This Network” and then try reconnecting with your wifi password.
- Power Cycle your ipad (press and hold the power and home button until your ipad turns off. Then turn it back on and try to connect.
- Power Cycle your wifi router. This will look different depending on your internet provider/router.

Due to the COVID-19 virus and safety, no device repair is available during this time. Students need to take care of their devices with extreme care.

Internet Service Options

Comcast Internet Essentials - Available to all qualified low-income households for \$9.95/mo. New customers receive 60 days of complimentary service if you apply before 4/30/2020. Visit www.internetessentials.com.

Access from AT&T - available for limited-income households for \$10/mo. Also offering two months of free service. Visit www.ATT.com

*As families are preparing for Remote Learning, Decatur Public Schools Department of Student Services will be accessible to assist with troubleshooting barriers to learning. If your family is experiencing difficulty with accessing the internet, Coordinators will be available to assist you.

Please contact Student Services at 217-362-3060, and a Coordinator will respond within 24 hours.

District approved Remote Conferencing Services

The district is recommending the use of Google Meets for video conferencing and meetings with students and families.

**Zoom accounts require users to be 18 years or older to create individual accounts. Since we have not set up educational accounts with Zoom, teachers should NOT have students create or use individual Zoom accounts. It violates CIPA, FERPA and COPPA. Even with educational accounts, we are required to obtain written parental consent from parents of students under 18 years old.

Teacher PD for Remote Learning

When Professional Development opportunities are offered for teachers, they will be on Fridays on the topics but not limited to:

- Utilizing Google Classroom- setting it up- sending out assignments
- Using SeeSaw
- Flocabulary
- Go Math! Personal Math Trainer- student accounts- assigning content
- Strategies for the Upcoming Standards

As providers, professional development sessions will be recorded when possible for On Demand viewing.

Guidelines for Students with IEP/504 Plans

Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, districts should focus their planning efforts on how to continue serving these students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities.

The basic guidelines and options/opportunities are based on the following core beliefs as published by the Illinois State Board of Education (see page 30):

- IEPs remain in place and should direct students' remote learning. If a parent requests a formalized individual remote learning plan, they should be directed to the child's case manager or special education administrator. Ensure a method for documenting progress on goals in place.

- Emphasize structure and consistency for students with special needs.
- Students with special needs benefit greatly from ongoing motivation and excel when relationships with adults and peers are strong.
- Resources should be viewed broadly and include leveraging local associations, professional organizations, government agencies, and more.
- Affirm that all students can achieve growth in all capacities. Learning opportunities should occur 24/7 and should be tracked, when applicable.

The focus of instruction should be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP. Document attempts to contact, and progress collected.

The Special Education Administrators from Macon-Piatt Special Education District recommend this document [Remote Learning Resource Guide for Students with Disabilities](#) to support educators in planning, modifying, and designing accommodations for remote learning activities for students with disabilities.

Related Service Personnel

Related service professionals and paraprofessionals play a vital role in the daily instruction of students with IEPs. It is essential during remote learning that these professionals are a part of the continued learning of our students. Collaboration might include:

- ❑ Assist in contacting families (in accordance with district policies) and helping with work
- ❑ Chunk activities; provide students with work schedules and other more structured ways to approach their learning goals
- ❑ Provide resources for families in need of assistance
- ❑ When possible, clinicians can conduct check-in calls, and clinicians (such as Physical Therapy/Occupational Therapy) could consider creating videos on exercises, etc.

Guidelines for EL Students

Educators must be thoughtful and explicit about the language of instructional activities in which students are being asked to engage in. English Learners (EL) should be provided with opportunities to utilize their home language whenever possible. English Learners should also 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. When designing activities for multilingual students, educators should be aware of the language proficiency level of the students, both in English and

the home language. Following ISBE guidelines, we do not recommend a deluge of worksheets and practice sheets for English Learner students to practice subskills in a decontextualized, rote format.

To the extent possible, communication with families of English learning students should be shared in the home language as well as English.

Teaching Assistants: Johns Hill has Teaching Assistants who are skilled or fluent in the home language of the students (Arabic and Spanish). The classroom teacher may call on them to assist with language barriers when needed

Transition Back to Onsite Learning

Once the Governor of Illinois has lifted the Shelter in Place order and given the all clear to return back to school- the following procedures will be followed:

We will utilize remaining Remote Learning Planning Days to transition teachers and students back to in-person instruction which may include but is not limited to:

- Procedures & Routines Day
- Social & Emotional Focus Day
- Team Building Day
- District Return Day

FAQ's for Families

What are the expectations of parents/guardians?

We realize that this is a challenging time. Remote Learning is a new teaching format for all of us and it will take time for both teachers, students and parents to adjust and be comfortable. As parents/guardians, you will have questions, your student will have questions and we will endeavor to provide support. Below are a few expectations:

- Support your child through this process each day, as needed.
- Check in with your child to ensure the learning activities are being completed.
- Contact the teacher(s) if clarification is needed- we are here to help!
- Check your email account daily for updates and communications
- Contact your child's teacher or building principal if you have specific concerns or questions.

What if I need a device for Remote Learning?

Device deployment is from April 3-8th for students that need their 1:1 devices from the district. Due to safety reasons related to the COVID-19 virus, we will not be providing devices during other times outside of these dates for distribution.

What if I do not have internet access at home?

Many carriers are providing free Internet for 60 days for qualified families. Comcast, AT&T, and Spectrum are all offering free internet. However, if you need additional assistance with establishing internet service, please call 217-362-3060 (Student Services Line).

What should I do if my child does not understand an activity or if they need help?

If a student or parent has any difficulties with the content of the learning activities, they may choose other activities or parents may email teachers. Teachers will respond in a timely manner during normal work hours.

