

**Auburn CUSD 10**  
**Remote Learning Plan**  
**April 13, 2020**

**Definition of Remote Learning:** “Learning that happens outside of the traditional classroom because the student and teacher are separated by distance and/or time. It can be real-time or flexibility timed, and it may or may not involve technology.”

**Instructional Minutes:**

Recommended times for student engagement will range from 20 minutes to 180 minutes daily, however; times will vary by grade level and by teacher to match the appropriate target curriculum. Recommended times have a teacher-discretionary element since some classes are self-contained and others are project-based. Times are not equally consistent district-wide nor are they directly transferable to a bell system designed for structured learning requiring seat-time.

**Class Schedule:**

The teacher will communicate such times to the student / parent. These times may change at the discretion of the teacher with justification of conflicts or a project-based curriculum. If the teacher has not posted or communicated their expectations and times, the default is that class meeting times will reflect the bell-to-bell seat times which correspond with the same meeting times as students are scheduled when physically present in the school building.

**Section 1:   **Accessibility of the remote instruction to all students enrolled in the school or district****

**Required Points of Instructional Delivery:**

- Meeting the needs of all students
- Having equitable educational opportunities for all students
- Documenting best efforts under the current emergency conditions with students that have Individualized Education Plans (IEPs) and Section 504 Plans
- Utilizing the recommended instructional minutes by grade level as recommended
- Being sensitive to students, parents and families and the additional stress that they are enduring being home
- Maintaining a personal connection that supports students social and emotionally as well as academically.
- Practicing flexibility in regards to pacing and student assignments

- Lessons can be delivered and assessments are collected through means approved by the building administrator.
- All individual assignment due dates are set by the teacher and must fit within the set report card deadlines that are pre-determined on the school calendar.

## **Section 2: A requirement that the Remote Learning Days activities reflect the State learning standards**

Teachers will continue to select content for remote learning that is aligned to standards, relevant, and appropriate for each student. It was encouraged that teachers take this opportunity to:

1. Teachers will determine the priority of curriculum.
2. Quality is more important than quantity.
3. Cross-curricular collaboration is recommended.
4. Those who do not have access to the internet will have packets or some alternative and equal method of delivery provided.

## **Section 3: Means for students to confer with an educator, as necessary**

Teachers are setting curriculum assignments and goals through the teacher folders on the district webpage. Instructions may include a secondary means of digital communication or physical packet.

Secondary tools for delivering curriculum may include but are not limited to:

- Remind app
- Classroom Dojo
- Classroom Tag
- Google classroom
- Google docs
- Educational videos
- Zoom Meetings
- Teacher classroom videos
- Email
- Phone Conferences

Teachers will hold virtual office hours of 8am to 12pm. These hours can be adjusted and may vary in time and length at the teachers' discretion as long as they are posted and relevant to their individual professional duties.

**Section 4: The unique needs of students in special populations, including, but not limited, 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 [105 ILCS 45], or vulnerable populations**

Teachers will meet their students' IEP goals to the best of their ability with a "good faith effort". The focus of instruction should be individualized and based on students' IEPs, the goals, the modifications, and accommodations within the IEP. They will do this by conducting small group classroom lessons, working with their co-teachers, calling students directly, making regular contacts with parents, ensuring that students and parents have access to any program required for delivering curriculum, which may include but is not limited to: Reading Plus, Symphony Math, Sound Solutions, and School21, e-Luma, or any other means deemed necessary by the district special education administrator.

Parents will be notified on how these services will be delivered. Progress reports are to be either e-mailed to parents, available on Skyward or individually arranged.

The school psychologist and social worker will continue to consult and make contact with individual students and parents by phone, Skype, Zoom or any other appropriate means of communication.

All scheduled meetings such as annual reviews, re-evaluations, open domains and any other meetings will continue to be held virtually or over the phone. If face-to-face testing needs to occur, this will occur upon return to school. Case managers are to send their teacher reports electronically and then e-mail the SASSED Administrator. These meetings are scheduled and the means are determined by the special education administrator.

For 504 students, the case manager will be in contact with individual students and parents to see how they can support the students during remote learning. 504 plans are annually initiated by the parent.

Paraprofessionals will be available to call students as deemed appropriate by the case managers.

Federal guidance suggests that the Free Appropriate Public Education (FAPE) is altered during this time of unprecedented national emergency.

## **Section 5: Transitions from remote learning to on-sight learning upon the State Superintendent's declaration that Remote Learning Days are no longer deemed necessary**

In the event students return to onsite learning before the conclusion of the FY20 school calendar, teachers will transition students back by reviewing with students, for the purpose of equity, what was accomplished online and/or in learning packets on the day they return. In addition, students will review teacher feedback on completed assignments.

Teachers are aware that potential gaps in student learning and understanding could occur. Teachers will plan accordingly to support student acquisition of these skills upon return back to school.

### **Teacher Responsibilities:**

1. Make remote learning activities available in a timely manner.
2. Be available at scheduled times to answer student and/or parent questions.
3. Provide timely feedback on student work.
4. Communicate regularly with students.
5. Provide a range of meaningful learning opportunities that meet the needs of all learners.
6. Provide regular feedback to students on progress related to learning activities.

### **Grading During Remote Learning**

- Pass / Incomplete may be added as options which relate to a student's remote learning performance.
- No grade can be recorded during remote learning other than for the purpose of advancing a student who is earning a failing grade prior to the remote learning timeframe.
- Administrators have the final decision as it relates to any grading dispute.
- Dual credit classes are expected to continue through Lincoln Land Community College. If there are any questions and concerns, contact your teacher or the high school academic advisor, Mrs. Bailey [cbailey@auburn.k12.il.us](mailto:cbailey@auburn.k12.il.us).

### **Suggestions for Additional K-12 Family Activities**

**All activities are to be done while practicing social distancing**

- Reading independently, listening to someone else read, audiobooks

Switch your TV settings to subtitles to enhance reading.

- Puzzles, Word Searches
- Write a story or in a journal
- Count money
- Draw a map of your neighborhood
- Scavenger hunt
- Building with blocks or Legos
- Listen to a podcast
- Watch a documentary
- Take a walk
- Dance
- Exercise
- Fine/gross motor activities
- Stretch or do yoga
- Play a sport
- Listen to music or sing
- Creative arts
- Coloring or drawing
- Imaginative play
- Do age appropriate chores
- Gardening
- Fix something broken
- Take care of pets or plants
- Cook or bake
- Write a letter to someone
- Create riddles
- Build a fort and tell stories in it

**The Superintendent and Building Principals will provide any updated information relevant to remote learning or any needed changes or clarification.**