

Remote Learning During COVID-19 Closure

Rationale

Distance Learning is designed to:

- Maximize student learning in a challenging situation.
- Instruction focused on **Essential Content**.
- Communicate a commitment to our high educational standards through regular and meaningful contact with each student and/or family.
- Promote independence and responsibility for our students as learners.
- Promote flexible learning in a family-friendly manner.
- Modeling technology use in the digital age.

Essential Content

For the purposes of this document, Essential Content refers to the standards that are most significant for student success in subsequent years. Essential Content must be aligned to course standards.

Family-Friendly Instruction

For the purposes of this document, Family-Friendly Instruction means:

- Flexible due dates.
- Flexible ways for students to work on mastering and demonstrating mastery of Essential Content.
- Clear, consistent and reliable ways for students and parents to receive support from teachers.

Administration

The Administration will be available in the building each day. They are responsible for:

- **Monitoring Learning Activities:** Expectations and variety should be consistent between teachers and buildings.
- **Promoting Collaboration:** Collaboration should occur between grade level teachers across the district or within departments at the junior and senior high school.
- **Promoting Support:** Help coordinate the needs of staff with other teachers, coaches or technology. This is a very new experience, so the goal is not for evaluation but to assist.

Special Education Services Faculty

Content/Assignments should be ready for students by 9:00 a.m.

- **Notification:** Faculty who cannot complete their responsibilities for the day need to let the building administration know.
- **Communication:** Faculty need to communicate with their students through both synchronous (phone, chat session, or video conferencing) and asynchronous (email, postings, video) means. It is up to each person to determine which model is most appropriate for each learning activity.
- **Collaboration:** Faculty need to collaborate with general education teachers, related service members, and other Special Education Teachers. Collaboration should be for ensuring consistent content, presentation of learning activities, and consistent support/service.

- **Engagement:** Faculty should find interesting and unique ways to engage students in the content. For students who are not active, pursue them to find ways to engage them. Some students may never engage, but you should never stop pursuing them.
 - Special Education teachers will provide accommodations and modifications to assignments/activities where needed. If they are the lead teacher for a class they will provide the assignments and activities along with any needed modifications or accommodations.
- **Professional Development:** Faculty need to engage in professional development during this time. This should include both learning new teaching strategies yourself, as well as helping colleagues learn something new.

Instructional Staff

Instructional staff need to be available through email, Schoology, or Google Classroom from 9:00am-2:00pm.

Content/Assignments should be ready for students by 9:00 a.m. They are responsible for:

- **Notification:** Teachers who cannot complete their responsibilities for the day need to let the building administration know.
- **Communication:** Teachers need to communicate with their students through both synchronous (phone, chat session, or video conferencing) and asynchronous (email, postings, video) means. It is up to each teacher to determine which model is most appropriate for each learning activity.
- **Collaboration:** Teachers, TAs need to collaborate with grade-level or department peers in order to share and work more efficiently. Collaboration should also ensure more consistent content and presentation of learning activities.
- **Engagement:** Teachers should find interesting and unique ways to engage students in the content. For students who are not active, pursue them to find ways to engage them. Some students may never engage, but you should never stop pursuing them.
 - K-5 teachers will create weekly packets to include: reading assignments/activities, grammar and writing assignments/activities, and math assignments/activities. P.E, Art, and Music teachers will assign appropriate activities.
 - Middle School Teachers will post assignments/activities per content area.
 - High School teachers will post assignments/activities per content area.
- **Professional Development:** Teachers/TAs need to engage in professional development during this time. This should include both learning new teaching strategies yourself, as well as helping colleagues learn something new. (For example: chat sessions and video conferencing)

Grading

The March 27 ISBE guidance document indicates that student work completed during the suspension of in-person instruction must not negatively impact a student's grades or otherwise impact a student's academic standing. Student work can only count during closure to increase a student's academic standing.

Curriculum

Instruction for the remainder of the 2019-2020 school year should focus on **Essential Content**. This content should be clearly communicated to students and their families, along with what the expectations of mastery are.

Students need to know when and how content/assignments are available:

Content/Assignments should:

- Be well-communicated so that students know when they are coming.
- Be aligned to standards, with a focus on **Essential Content**.
- Allow students to provide evidence that learning has occurred.
- Provide opportunities for students to be creative.
- Allow students to demonstrate mastery of standards in new/different ways.
- Asynchronous: Material that is posted for a student to work on at his/her own pace.
- Synchronous: Material that a group of students, or a student and teacher, are all interacting within real-time.

Parent Contact

Parents should be contacted:

- To ensure that students have a quality educational environment in the home and a set time and place for learning.
- To verify that educational activities are being received and to encourage student participation.
- To ensure that their student understands the expectations of the educational activities.
- To communicate the student's progress and participation in the educational activities.
- To get the parents' perspectives on the effectiveness of distance learning in general.

Schedule

Effective April 6th and continuing through the end of the remote learning period, the Fieldcrest weekly schedule will be:

- Monday, Tuesday, Thursday and Friday teachers will provide learning activities and Essential Content.
- Wednesdays (April 15th, 22nd, 29th, May 6th, 13th) are reserved for student support, professional development, communication with families, digital faculty meetings, and teacher collaboration. No new learning activities or content on these days.
- All previously scheduled non-instructional days remain on the calendar: April 10th, 13th

Transition Back to In-Person Instruction

It is unclear when/if schools will be able to transition back to in-person instruction during the 2019-2020 school year. When/if Fieldcrest CUSD#6 is able to move back to in-person instruction:

- The new grading policies will remain in effect for all work that was assigned during the "Stay-at-Home" order.
- Traditional grading will be resumed once school is back in session.
- Teachers will maintain communication with any student/parent in danger of an incomplete grade.