Pekin Public Schools District 108: Remote Learning Plan 2020

The Pekin Public Schools District 108 Remote Learning Plan is aligned to the Illinois State Board of Education's three aims for remote education which ensures that:

1. All students have opportunities for continued learning that focuses on critical standards.
2. District work to minimize instructional loss.
3. Students and families are given routines and structures to ensure they stay connected to schools and learning.

Pekin Public Schools District 108 will implement remote learning that addresses the needs of ALL students and families by taking into consideration language, diverse learning needs, home living situation, legal status, access to technology, access to parental support, and access to transportation.

All students and families should have access to quality educational materials and the supports needed to successfully access those materials. It is imperative that students access meaningful, high-quality educational materials that align to state standards.

Also, it is imperative that students and schools/teachers maintain a personal connection that supports necessary, rigorous academic work, in a manner that is respectful of students’ contexts (their mindset, feelings, responsibilities, etc.). It is important that we support the whole child, which includes academic, social, emotional, nutritional, and safety needs.

It is recommended that administrators, teachers and staff have resilience, critical and creative thinking, thoughtful responsiveness, and empathy to help ensure that students continue to grow personally, academically, and linguistically.

The goal for this remote learning plan is to support educators in minimizing, to the extent possible, any negative impact these unprecedented circumstances have on our students, staff, and communities. This remote learning plan was developed in consultation with the Education Association of Pekin.
# Daily Student Instructional Engagement

The following ISBE recommendations and guidelines are presented as suggested minimum and maximum times of engagement by each student in remote learning activities.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Recommended Length of Sustained Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>20 minutes/day</td>
<td>60 minutes/day</td>
<td>3-5 minutes</td>
</tr>
<tr>
<td>K</td>
<td>30 minutes/day</td>
<td>90 minutes/day</td>
<td>3-5 minutes</td>
</tr>
<tr>
<td>1-2</td>
<td>45 minutes/day</td>
<td>90 minutes/day</td>
<td>5-10 minutes</td>
</tr>
<tr>
<td>3-5</td>
<td>60 minutes/day</td>
<td>120 minutes/day</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>6-8</td>
<td>Class: 15 minutes/day&lt;br&gt;Total: 90 minutes/day</td>
<td>Class: 30 minutes/day&lt;br&gt;Total: 180 minutes/day</td>
<td>1 subject area or class</td>
</tr>
<tr>
<td>9-12</td>
<td>Class: 20 minutes/day&lt;br&gt;Total: 120 minutes/day</td>
<td>Class: 45 minutes/day&lt;br&gt;Total: 270 minutes/day</td>
<td>1 subject area or class</td>
</tr>
</tbody>
</table>

Further, we encourage teachers 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. Instead, students and families should be supported in having access to varied enrichment opportunities. In addition, students and families are encouraged to support academic skills and social-emotional health through activities that extend beyond the assigned remote learning work.

Based on the above recommendations from ISBE, Pekin Public Schools District 108 has set the following guidelines for each grade level:

- For Early Childhood, students will be engaged for a minimum of 30 minutes
- For Grades K-3, students will be engaged for a minimum of 60 minutes
- For Grades 4-6, students will be engaged for a minimum of 75 minutes
- For Grades 7-8, students will be engaged for a minimum of 120 minutes
Pekin Public Schools District #108 Remote Learning Day Schedule

Below is the schedule for a remote learning day for Grades PreK-8.

8:00 a.m. - 8:30 a.m.: Planning and preparation

8:30 a.m. - 12:00 p.m.: Remote Learning lessons posted and period of availability, student engagement, instruction, supervision and support as needed begins

12:00 p.m. - 1:00 p.m.: Lunch

1:00 p.m. - 3:00 p.m.: Availability to address any questions

All administrators, teachers and staff will need to attend special education annual review meetings as required by law. Teachers and staff will receive advanced notice to attend and will need to adjust their schedule as needed.
ISBE Essential Instructional Recommendations

Teachers will design lessons using the ISBE Essential Instructional Recommendations.

ISBE strongly encourages:

- Planning for remote learning that respects the needs of all students and staff.
- Implementing remote learning that attends to the diversity of each community to ensure that all students have access to equitable educational opportunities.
- Meticulously documenting the best efforts possible being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans.
- Structuring active student engagement with learning in accordance with the age-appropriate thresholds (listed above).
- Selecting content for remote learning that is aligned to standards, relevant, and appropriate for each student.
- Practicing consistent communication with students and families to understand how the health emergency is impacting them.

Planning and Preparation Recommendations

Educators should plan and create academic and social engagement activities with a focus on the maintenance of previously covered content. Keep in mind that many families have limited, if any, data internet and one device that must be shared between multiple people.

To optimize learning during a crisis, we encourage cross-curricular activities that include multiple subject areas. Assignments should be provided that allow students to work independently or with the limited help of a family member.

All possible efforts should be made in planning and preparation to provide an equitable academic learning experience for all students.

All educators should focus on student progress and learning, not assignment completion and due dates.

It is recommended that lessons are created using cross-curricular work when possible to maximize efficiency. Read a science or history article, use English language arts-based questions for comprehension, discussion, and/or writing.
Communication Expectations for Remote Learning Days

General Guidelines

It is an expectation that all staff members will use the Remind app and Google Classroom platform to communicate to students and families.

All administrators, teachers and staff should:

- Provide communication that is clear, consistent, and concise.
- Ensure that materials and communications are provided in a way that is accessible to students with language needs enlisting the support of the ELL teacher.
- Encourage/maintain ongoing two-way communication with students and families.
- Clearly define terms/ideas to avoid miscommunication.

When Communicating with Students

- Maintain classroom customs and norms as much as possible.
- Monitor student engagement (attendance).
- Remind students how to best communicate with the teacher and, when appropriate, peers (a social-emotional learning opportunity).
- Ensure all students have access to information through at least one form of communication (Remind, Google Classroom, E-mail).
- Teacher response times are between 8:30 a.m. - 12:00 p.m. and 1:00 p.m. - 3:00 p.m.
- Maintain regular communication and set a minimum threshold for contact.

When Communicating with Families

- Avoid educational jargon and define terms to ensure understanding.
- To the extent possible, communicate with families in the language they are most comfortable, enlisting the support of the ELL teacher.
- Provide recommendations on how to support the whole child.
- Solicit actionable feedback.
- Provide timely information.
Grading

General Recommendations During these unprecedented times, we prioritize the connectedness and care for our students and one another as we maintain a continuity of learning. We recognize the importance of providing feedback, assessing student progress and learning; and communicating this to students, parents, and teachers in the form of grades. To that end, we further identify a focus of keeping children emotionally and physically safe, fed, and engaged in learning.

The recommendations on grading from ISBE are based upon the principle of no educational harm to any child. This pandemic and the statewide suspension of in-person instruction has impacted our entire society. The recommendations on grading during this period of unprecedented crisis offers direction to school leaders for pass/incomplete options (not pass/fail).

ISBE recommends that a student who is not able to be engaged, or who chooses to disengage in remote learning should receive a ‘no grade.” Administrators will investigate every student who is disengaged. Administrators will document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control.

Remote learning is designed to support student learning and continuity of education. Grading is feedback and communication in a snapshot of time to students and parents. The aim, emphasis, and focus for schoolwork assigned, reviewed, and completed during remote learning is on learning, not on compliance.

From ISBE regarding Grading:

Ideally, all Illinois students will pass their assignments during remote learning as this is a new and unprecedented set of circumstances. This is not a time for failing students or adversely impacting the student learning progress. Students are expected to continue with the learning activities assigned during remote learning. We call on educators to be mindful of the impact of time on task, time on screens, and time on reflection during this pandemic; grading should be used for coaching. Districts are encouraged to deploy specialists and educational support personnel to help students in need of intervention. All students are encouraged to complete all of the work assigned and reviewed during the remote learning period.
Special Education Plan

The Specialist or Case Manager is expected to reach-out individually to families of students on their caseload to share activities that coincide with related services.

Special Education Resource teachers are typically part of their general education teachers’ Google Classroom. Therefore, they can assign their students through Google Classroom and check it when it gets returned. Another option is to create a separate assignment in Google Classroom for just the students on their caseload - this could be the modified assignment that they created based on the Gen Ed teacher’s assignment or it could be something completely different related to one of the students goals. Special Education teachers will be available from (8:30 a.m. - 12:00 p.m. and 1:00 p.m. - 3:00 p.m.) to support student learning and answer any questions.

Special Education teachers will provide appropriate learning opportunities for students with special needs. Students with special needs will have assignments modified or provided based on their IEP goals from their Special Education teacher or related service provider.

Special Education teachers and all related service staff will be provided with a simple Google Sheet to document their work with families and students. Documentation will be important during this time.

Once we return from break, the Special Education administrators will meet virtually with all our levels (PFEC, K-3, 4-6, and 7-8) to review the following information in detail and answer questions.

- Guidance on Annual Reviews Left to be Completed
  - We will prioritize meetings that need changes in minutes/services for the next school year, but will work to complete all annual reviews with good faith effort.
  - It is expected that all IEP team members participate as they are able. This includes an LEA, gen ed teacher, special ed teacher, parent, and any related service staff.
  - The Special Education office will assign a day to teachers to hold their meetings. If a meeting is already past the due date, guidance will be provided on documenting in additional notes.
  - Case managers will contact families and set a time for the meeting on the given date.
  - A Google Sheet will be given to case managers. Case managers will use this to share the schedule of times, general education teacher and related service provider with the Special Ed office.
- The Special Ed office will set up Google Hangouts (video conferencing) for each meeting. Parents may need to call in for the meeting if they don't have video capability or case managers can call them through Remind.
- The LEA will lead and guide the meeting, following the agenda.
- Special Education teachers and case managers will be provided more detailed instruction and guidance through Google.

- **Guidance on Eligibility Meetings Left to be Completed**
  - The Special Education administrators will work with the school psychologists and school social workers on a plan for completing these meetings.
  - Similar guidance for annual review meetings will be followed since we will also need to conduct an IEP along with the eligibility meeting.
  - Based on guidance from ISBE, certain evaluations may not be able to be completed. If we cannot have access to the student for evaluation purposes, we will place a “freeze” on those evaluations. The Special Education department will monitor future guidance from ISBE.

- The Special Education administrators have participated in multiple webinars over the past couple of weeks. The Council for Administrators of Special Education (CASE) has provided common sense guidance during this time. The first priority is the health and safety of our families and students. The theme has been “coherence vs. compliance,” essentially utilizing a “what makes sense” approach. It is our intention to conduct these meetings in a good faith effort while taking into account individual family situations. All unique circumstances will be documented as such within additional notes.