

School District 157 COVID19 Emergency Remote Learning Plan

- **Ensure access from home or another appropriate remote facility for all students participating, including computers, the Internet, and other forms of electronic communication that must be utilized in the proposed program.**

Access to electronic materials for grades 3-8 will be made available through Google Classroom this platform is utilized during regular instructional days. Primary grades, Pre-K through 2nd grade will have access through a variety of platforms including but not limited to SeeSaw, Class Dojo, Google Classroom, or Remind101. A survey, Hoover Schrum Memorial Family Electronic Access, will be disseminated on Thursday, April 1, 2020 to all families via PowerSchool email, PowerSchool text, Hoover Schrum Memorial App, the district webpage and Social Media platforms including Facebook and Twitter. This survey will determine the access capabilities of our Hoover Schrum families. Every effort will be made to get information from families, including reaching out via phone.

- **Ensure that non-electronic materials are made available for students participating in the program who do not have access to the required technology or to participating teachers or students who are prevented from accessing the required technology**

Print materials will be provided to parents in the form of a grade level envelope that is assembled and administered during the grab and go breakfast/lunch pickup. The envelope will have the same or comparable assignments as the assignments that are taking place online. Parents will receive a summary page where their student can document weekly progress. Parents should send a picture of the completed work summary page to teachers via district email in order to be graded. It is not in good practice of social distancing to receive the hard copies back.

- **Ensure appropriate learning opportunities for students with special needs**

Teachers and Related Service Providers in District 157 will implement Individualized Education Plans (IEPs) during remote learning. Special and general education teachers will continue to consult and provide support for students and families using various communication networks. Related Service Providers will provide activities that students can do at home to maintain the skills previously taught. Independent learning that requires additional support from staff will be provided to students. Paraprofessionals will be available to provide academic support for students during office hours. IEPs that require amendments to address

student needs will be revised after consulting with IEP team members, as well as parents/guardians.

District 157 Educators will consult with Emergent Bilingual (EB) staff to ensure that our EB students are able to access, complete, and submit remote learning assignments. Bilingual staff members will be available to work with teachers as well as students during remote learning hours. Educators will design lessons that grant our EB students the opportunity to develop their language skills and become more proficient in the subject matter being taught.

- **Monitor and verify each student's electronic participation**

Electronic participation will be recorded through completion of work and/or login access through Google Classroom and IXL. Non electronic participation will be documented through Weekly Summary Sheets.

- **Address the extent to which student participation is within the student's control as to the time, pace, and means of learning**

District 157 recognizes that the Covid-19 crisis has impacted every family within our district. The well-being of our students will be given careful consideration when assigning remote learning tasks. As a result, we will make every effort to provide students with opportunities to submit assignments, work at a manageable pace, and access social and emotional supports that are available within the school and community. Students will not be penalized for their inability to submit assignments. Students who are academically, emotionally, and/or physically unable to complete assignments will be given a grade of incomplete. Once school resumes, students will be able to submit incomplete assignments for a letter grade.

Remote Learning is an endeavor that is the responsibility of all stakeholders. For further notice of stakeholder responsibilities, please see Appendix A.

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

- **Provide effective notice to students and their parents or guardians of the use of particular days for Remote Learning**

Hoover Schrum Memorial will notify parents of the use of the remote learning days effective April 7, 2020 until further notice. April 6, 2020 will be utilized as a Remote Learning Planning day. All notifications will go out to the community, board members, teachers and parents on Wednesday, April 1, 2020 via PowerSchool email, text message, social media (Facebook & Twitter), Hoover Schrum School App, and the Hoover Schrum School website pages.

- **Provide staff and students with adequate training for Remote Learning days' participation**

In order to facilitate instruction and communication through various platforms at an intermediate level, administration and the technology department will need to provide support to teachers and students in the following ways:

Set and Communicate Office Hours

- IT
- Administration
- Teachers (for students)
- Related Service Providers
- Paraprofessionals

Teachers Training Videos

- Google Suite for Education

- Teacher Resources
- Create assignments student can submit

Parent Training Videos

- Google Suite
- IXL
- Power School Support
- Remind 101 or other teacher selected platforms

- **Ensure that all teachers and staff who may be involved in the provisions of Remote Learning have access to any and all hardware and software that may be required for the program**

All staff members have been provided a district issued laptop. Teachers have been administered a Remote Learning Teacher Survey, the results of the survey will allow us to dial in and assist staff members with any technology issues that are barriers for remote learning.

- **Ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, and including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of an Remote Learning day**

The plan was developed collaboratively with input from district level leaders, school leaders, teachers, community partners, and the union members. The details outlined throughout this plan have been shared and reviewed with Union leaders.

- **Review and revise the program as implemented to address difficulties confronted**

Throughout the Remote Learning window, administrators will conduct grade level meetings weekly to check in with staff in regard to potential issues that may arise. In addition, we will send a Parent Feedback form at the end of week 2. The information that is gathered as a result of the Parent Feedback form will guide us in future revisions and decisions in regard to Remote Learning.

- **Include a transition from remote learning to onsite learning.**

When school resumes to onsite learning, we will use one Remote Learning day, tentatively scheduled as May 1, 2020 to meet as a staff to discuss the transition to onsite learning. The agenda will contain items such as reconciling classwork scores and incomplete assignments. We will discuss teacher expectations for the duration of the school year, and the resetting of school-wide expectations. In addition, we will also discuss a plan to address the SEL needs of students that may have encountered a loss or change in living situation during this crisis. This return to onsite learning plan is based on the information available as of April 1, 2020.