



Big Hollow School District 38

Remote Learning
Procedures
2019-2020

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Purpose

With the recent development of COVID-19 and the Governor's Executive Order on March 27th, 2020, it has become necessary to implement the use of "Remote Learning Days" in lieu of the traditionally scheduled emergency days at the end of the academic year. On Remote Learning Days, students will engage in remote and virtual instruction while not being physically present at school. Our goal for Remote Learning Days is to partner with our families and provide meaningful and engaging learning opportunities outside of the classroom, both electronic and non-electronic, which will maintain our high expectations and pursuit of increased student growth and achievement.

We acknowledge the reality that Remote Learning Days (RLDs) create specific challenges for students, families, and staff. We further acknowledge that these challenges are unique to each grade level. While acknowledging these challenges, feedback the District has received through our online survey demonstrates that our families greatly appreciate the academic experiences that RLDs provide in regards to a more consistent school calendar and maintaining an established routine.

Communication

In order for RLDs to be implemented effectively, these days require advanced and consistent communication. As soon as we gain updates regarding the duration of the use of RLDs, both parents

and staff will be notified. Communication has been and will continue to be sent by the District if and when RLDs will end or continue through the remainder of the 2019-2020 school year.

In the event of an internet and/or power outage that impacts a significant portion of our District households, a Remote Learning Day may not be called, or may be cancelled. If the outage is localized (i.e. a specific home or small neighborhood cluster), students can take advantage of the additional 5 days to complete their learning tasks (see “Student Attendance”).

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Student Expectations and Attendance

Students are expected to engage and participate in learning each Remote Learning Day. It is strongly encouraged that students engage in the day’s activities in the morning for teachers and students to be accessible to each other throughout the day.

On the homepage of the bighollow.us website, students will see the link titled, “Click here for Remote Learning Resources.” Teachers will post Remote Learning Plans one week at a time for Remote Learning Days. Students are expected to complete all of their assigned learning tasks during a Remote Learning Day. The teacher will identify what the documentation of that work completion looks like.

Students will receive clear expectations from their teachers regarding how they will be able to effectively participate in learning on a Remote Learning Day. This will include communication regarding the resources they will need to access, how they will access them, how they will participate in the learning, and how they will demonstrate learning.

Students should submit their daily attendance by using any of the following methods:

1. Completing work on Lexia, Dreambox or IXL.
2. Students may submit digital or written work through Seesaw or Google Classroom.
3. Students may email picture(s) of completed work directly to the teacher.

Assignments must be submitted to the teacher within five (5) days of the activity/lesson being assigned.

To the greatest extent possible, and as age appropriate, students are encouraged to independently engage in their learning activities. This includes checking their school email (grades 2-8) for communications and/or accessing their applicable online resources used for their respective classes (SeeSaw, Google Classroom, Remote Learning Plans, and/or Student Email).

Parents/Guardians are encouraged to contact building administration if they believe extenuating circumstances would necessitate an extension beyond five (5) days to complete the student’s remote learning assignments.

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Staff Expectations

Teachers should log student attendance on a daily basis. Teachers may use any of the following methods to determine whether or not a student “attended” class each day:

1. Students’ activity on Lexia, Dreambox or IXL
2. Student work submissions through Seesaw or Google Classroom
3. Student work submission through email.

Learning activities will be relevant, meaningful, manageable, and aligned to the learning currently taking place in the classroom. All lessons and assignments will be communicated to students and parents no later than 9 am on the Remote Learning Day through Seesaw, Google Classroom or other means. Each core course that was scheduled to meet on a Remote Learning Day should have an activity/assignment posted. Specials and rotations will work as a department to create an appropriate and regular schedule of activities and lessons for students in those courses. As needed, non-electronic materials may be provided to students on Tuesdays each week. As a general guideline, the content areas should approximately reflect the following expectations in tables 1 and 2.

During a Remote Learning Day, licensed personnel are expected to be available and accessible during their respective contract hours, but are not required to be continuously “online”. The Remote Learning Day also is meant to be flexible for our staff and we acknowledge that staff members may have their own children to supervise and/or have other unique demands on these days. During school hours, the general expectation is that any communications are responded to within 24 hours of being sent and that communications received after 2 pm will be answered the following day.

Staff are expected to communicate to students through our established tools and resources including email, SeeSaw, Remind, Skyward, Google docs, Zoom, Google Meets, pre-recorded videos, etc.

The table below reflects universal expectations for staff in regards to remote learning.

Table 1: Updates to Staff Expectations for Remote Learning based on ISBE Guidance 3.27.20

Staff Expectations for Remote Learning

The guidelines below ensure consistency across content areas and grade levels. .	
Attendance	<ul style="list-style-type: none"> Staff are expected to collect attendance data by monitoring their students' daily participation in any of the learning activities found in the "Staff Expectations" section above.
Virtual Interaction Expectation	<ul style="list-style-type: none"> There are no specific guidelines for the content of interactive instruction; virtual interactions may be used for checking in, having a conversation or answering student questions.
Weekend Communication w/students	<ul style="list-style-type: none"> Communication with students should take place Monday through Friday only, with weekends reserved for time away from the computer and to catch up on any lagging work.
Content / Assignment Updates	<ul style="list-style-type: none"> One (1) lesson or activity will be posted for each content area per day. Students are expected to complete all daily lessons posted. Activities will be identified if they require evidence of completion and what form of evidence should be completed. K-8 individual activities/assignments should not take more than 10-20 minutes for students to complete, as they are receiving activities from all of their teachers.
Using Google Meet & Zoom	<ul style="list-style-type: none"> Virtual chats/check-ins may take place weekly (1 per week), if possible, with classes/groups of students (Staff will send the Zoom/Google Meet links prior to the meeting so parents can plan as needed)
Integrating Flipped Lessons	<ul style="list-style-type: none"> Whenever possible, teachers and certified staff will pre-record lessons for students to receive direct instruction.
Team Meetings	<ul style="list-style-type: none"> All grade level teacher teams and/or depts. will have weekly meetings (1 per week) for planning purposes. Each of the following teacher teams will also have a weekly meeting (EL, Reading Sp, Math Intervention, Speech/OT, Psychs/SW, PE, Health, Fine/Applied arts, Nurses, Paras). Problem-solving/Assessment teams will meet weekly.
IEP Meetings	<ul style="list-style-type: none"> IEP meetings may be scheduled with teachers (as needed). This may include Annual Reviews, Evaluations, and possible Domains.

Table 2: Expectations for Certified Staff on a Remote Learning Day

Expectations for Certified Staff on a Remote Learning Day	
Elementary School Staff (K-4)	Middle School Staff (5-8)
<p>From 8:45 AM- 3:30 PM</p> <ul style="list-style-type: none"> Teachers will be available during the regular school day hours to review student work, interact with students, or provide other support Teachers will be online checking email and/or Seesaw work - providing feedback and support as needed Communications from students/parents via SeeSaw and/or email received by 2:00 PM 	<p>By 9:00 AM</p> <ul style="list-style-type: none"> Email families with directions/links to the daily Remote Learning Plan or Google Classroom Make sure the daily activities are posted on the common document (1 activity per content area)
	<p>From 7:40 AM-2:45 PM</p> <ul style="list-style-type: none"> Teachers will be available during the regular school day hours to review student work, interact with students, or provide other support

will be answered on that day	<ul style="list-style-type: none"> ● Teachers will be online checking email and Google Classroom work - providing feedback and support as needed ● Communications from students/parents via email or Google Classroom and email received by 2:00 pm will be answered on that day.
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PE/Art/Music/Health/Electives/Technology/STEM

- Each teacher will place a link on the Remote Learning plan for each grade level as it relates to your content area. The link will be copied/pasted in advance to each day's plan (1 activity per day)
- The content area document should be updated daily with activities for students and done in advance of each day.
- The same guidance above for elementary and middle school teachers should also be followed.

Special Ed Teachers, SLPs, OT, PT, HI

- Related service providers should be available during the regular school day hours to address any questions/concerns from parents and/or staff.
- Communication should be provided to students and parents so they know they can contact the teacher for help or questions
- Any individualized information needed for students should be shared with students & parents
- Example: SLPs share resources (ex: artic activities sent to parents)
- A weekly email should be sent from case managers to their students and parents offering positive support and asking if help is needed
- A Distance Learning Plan must be completed and on file in GoogleFolder
- Tracking form of student services must be maintained and on file in GoogleFolder
- Medicaid must be submitted for all direct (virtual) student contact (applies to related service providers)

Reading Specialists, Reading Teacher, EL Teachers

- Teachers should be available during the regular school day hours to address any academic concerns of their students
- Teachers should provide additional support through resources shared with students and parents in the daily Remote Learning plan

Social Workers and Psychologists

- Social workers/ Psychologists should be available during the regular school day hours to address any social emotional concerns of the their students
- Ensure services provided are documented on student Distance Learning Plan (see case manager).
- Tracking form of student services must be maintained and on file in GoogleFolder
- Medicaid must be submitted for all direct (virtual) student contact.

Nurses

- All required medical forms must be updated in Skyward (follow-up with parents if missing)
- Must participate once a week in Nurse team meetings.
- Completion of requirements as paras or as agreed upon during Nurse meetings (including reflection sheets and/or accountability log).
- Weekly communication with parents regarding 'health tips.'
- Parent outreach to parents of students with higher medical needs.
- Completion of state reporting.
- Nurses should be available during the regular school day hours to address any medical questions of

parents/staff/admin.

Paraprofessionals

- Participate in weekly para team meetings.
- Completion of para activities (as outlined and/or discussed). Reflection sheets must be completed after each activity unless otherwise specified.
- Reading paraprofessionals will coordinate with the Reading Teacher or Reading Specialist to support students.
- Communicate regularly with teachers regarding any assistance they may need.

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Illinois State Board of Education Recommended Engagement Guidelines

The Illinois State Board of Education (ISBE) recommends minimum and maximum times of engagement by each student in remote learning activities:

Grade Level	Minimum	Maximum
PreK	20 minutes/day	60 minutes/day
K	30 minutes/day	90 minutes/day
1-2	45 minutes/day	90 minutes/day
3-5	60 minutes/day	120 minutes/day
6-8	Class: 15 minutes/day Total: 90 minutes/day	Class: 30 minutes/day Total: 180 minutes/day

Further, teachers are encouraged to give additional work, engagement opportunities, and enrichment opportunities (e.g., independent research projects). However, the additional work is *optional and will not negatively impact a student's grade*. In addition, students and families are encouraged to support academic skills and social-emotional health through activities that extend beyond assigned remote learning work.

Grading Practices

The Illinois State Board of Education (ISBE) recommends that grades are based on the principle of no educational harm to any child. ISBE recommends that student work should be designed and implemented for student growth and engagement of learning, not an act of compliance.

The District takes pride in providing instructional opportunities that support continuous growth as well as opportunities for students to demonstrate their learning through evidence-based activities and lessons aligned to our priority standards whether we are in school or facilitating remote

learning days. While implementing remote learning days, priority standards will be the focus and if a student provides sufficient evidence that supports student learning, a proficiency-based rating may be considered for student assessment. While we have not formally adopted Standards Based Grading, this is the model that has been approved and recommended for use during RLDs. **This practice is keeping in alignment to the ISBE recommendations which specifically prevents students from failing assignments and allows for re-doing work that does not demonstrate student learning.** The Illinois State Board of Education (ISBE) recommends that a student who is not able to be engaged, or who chooses to disengage, in remote learning should receive an incomplete or no grade. 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).

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Parent/Guardian Expectations

Parents/guardians are asked to oversee student engagement on Remote Learning Days, as appropriate by age and ability level. This includes keeping current with District and classroom communications and helping the child(ren) participate in learning. Parents/guardians are not expected to assume the role of the teacher or teach new content.

Students are not expected to exceed their required hours of remote learning activities during a given day. If a student has been engaged in learning and cannot complete the entirety of the expectations given to them, then it is appropriate for the student (or parent/guardian if more age appropriate) to reach out to the teacher(s) to share this information. Teachers will take this into account when providing instructional feedback.

Suggestions for Additional Activities				
Mind	Body	Spirit	Environment	Family
<ul style="list-style-type: none"> • Reading • Puzzles, word searches • Write in a journal • Count money • Draw a map of your neighborhood • Building with blocks or LEGO • Listen to a podcast • Watch a documentary 	<ul style="list-style-type: none"> • Take a walk • Dance • Exercise • Fine/gross motor activities • Stretch or do yoga • Play a sport 	<ul style="list-style-type: none"> • Listen to music or sing • Playing (inside or outside) • Creative arts • Coloring or drawing • Imaginative play • Meditate • Do something you've been avoiding 	<ul style="list-style-type: none"> • Clean up your room • Do age appropriate chores • Gardening or yard work • Fix something broken • Take care of pets or plants • Cook or bake 	<ul style="list-style-type: none"> • Write a letter to someone • Play board games with a family member • Tell jokes or riddles • Build a fort and tell stories in it • Offer to help someone

Summary of Stakeholder Responsibilities

Stakeholder Responsibilities To Keep in Mind	
District Responsibilities	<ul style="list-style-type: none"> ● Develop thoughtful, accessible remote learning plans using stakeholder input, when possible ● Support school in planning and implementing remote learning plans ● Help school identify needed resources in the community (academic, health, social, emotional)
School Responsibilities	<ul style="list-style-type: none"> ● Implement remote learning plans ● 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)
Teacher Responsibilities	<ul style="list-style-type: none"> ● Make remote learning activities available by 9 am of academic day ● Be available at scheduled times to answer student/parent questions ● Provide timely and constructive feedback on progress related to learning targets ● Communicate regularly with students ● Provide a range of meaningful learning opportunities that meet the needs of all learners
Student Responsibilities	<ul style="list-style-type: none"> ● Review assigned work ● Complete assigned work by the due date ● Ask clarifying questions when you need help or don't understand something ● Be respectful to yourself, teachers and peers
Parent/Guardian Responsibilities	<ul style="list-style-type: none"> ● Review work assigned to the student ● Reserve a space for students to complete their work ● Encourage students to get enough sleep ● Set sensible time limits for technology use ● Talk to students about their work every day ● Help students establish and follow regular daily routines

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Technology Hardware and Software

The advanced notice by the District of the Remote Learning Days provided students and staff the opportunity to bring necessary technology devices home the academic day preceding the Remote Learning Day implementation. This allowed our students and staff the ability to access necessary resources to successfully participate in and facilitate learning on a Remote Learning Day. Our 1:1 technology environment and staff-issued devices should ensure that all students have the resources they need to support Remote Learning Days. K-8 students brought their devices home the day before the anticipated Remote Learning Days, or have been given opportunities to pick up devices from the school. The District will continue to deliver chromebooks to students and families who request them.

Technology Support

If technology issues arise during remote learning, staff is available to support these needs. We ask that students/parents first reach out to their teacher associated with the class with which they are experiencing an issue so the teacher is made aware. Then contact the technology department at techdepartment@bighollow.us and they will work with you to troubleshoot the issue.

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Internet Access

We want all families to have access to the internet on Remote Learning Days and throughout the year. If a family does not have the internet at home or from another reasonably accessed remote location, please contact Matt McCulley, BSHD Director of Technology at matthewmcculley@bighollow.us

Students will not be penalized if they do not have internet service on a remote learning day. Students will be responsible for engaging in alternative assignments (as specified by his/her teacher) and/or completing the work when they return to school.

Students with Specific Learning Needs

We will work with students and families to ensure appropriate learning opportunities for students with specific learning needs (e.g. students with IEPs or English language learners). When appropriate, accommodations will be provided and/or modifications may be made by teachers or case managers consistent with the student's IEP goals and identified needs.

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Feedback & Commonly Asked Questions

A Big Hollow School District 38 link has been posted to the bighollow.us website. It is continuously being updated as additional questions arise.

In addition, the District will review the progress of Remote Learning Days after each level of implementation through a parent/guardian survey. If there is specific feedback for the District to consider, please contact your building principal.

References

*Organized and documented by Dr. Michelle Hetrovicz with administrative feedback along with references identified below. Language will be updated for 2020-2021 based on current implementation, additional reflection, and guidance from ISBE.

- Oak Grove School District Remote Learning Day Procedures
- Illinois State Board of Education (ISBE). [Notice of Emergency Rule](#), Title 23, A, Ch 1a, Part 5: Remote Learning Days, Section 2-3.6 of the School Code [105 ILCS 5] and implementing Section 10-29 of the School Code. March 27, 2020
- Remote Learning Days, Illinois State Board of Education (ISBE) Q&A Webinar March 29, 2020 PPT
- Remote Learning Recommendations: During COVID-19 Emergency March 27, 2020 Final Draft

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