

South Eastern Special Education

Remote Learning Plan

The Illinois State Board of Education has announced that remote learning will occur for the duration of the suspension of in-person instruction. A remote learning day is defined as an educational program designed to provide continuation of learning for students under conditions that prohibit the learner and instructor from being in the same physical space.

The table below outlines cooperative, administrator, teacher/related service provider, student, and family responsibilities to support and encourage student engagement during remote learning.

| Responsibilities | |
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| Cooperative Responsibilities | <ul style="list-style-type: none">• Support districts/staff in planning and implementing remote learning plans.• Assist districts/staff with identifying needed resources available through the cooperative (academic, health, social, emotional). |
| Administrative Responsibilities | <ul style="list-style-type: none">• Oversee remote learning plans.• Communicate regularly with stakeholders• Support teachers in planning and implementing remote learning plans• Assist families with finding needed resources in the community (academic, health, social, emotional). |
| Teacher Responsibilities | <ul style="list-style-type: none">• Make remote learning activities available in a timely manner.• Be available at scheduled times to answer student/caregiver questions.• Provide timely feedback on student work.• Communicate regularly with students.• Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of closure.• Provide regular feedback to students on progress related to learning activities. |
| Student Responsibilities | <ul style="list-style-type: none">• Review assigned work.• Complete assigned work by the due date.• Ask for help when you need help or don't understand.• Be respectful to yourself, teachers, and peers. |
| Parent/Caregiver Family Responsibilities | <ul style="list-style-type: none">• Review work assigned to the student.• Encourage students to get enough sleep.• Talk to students about their work every day.• Set sensible time limits for technology use.• Help students establish and follow regular daily routines. |

Below are the components that the Remote Learning Plan must address along with how the cooperative plans to meet each requirement.

- 1) **Accessibility of the remote instruction to all students enrolled in the school or district.** Technology and packets will be utilized to provide students with the resources and the assignments needed for remote learning. In addition to on-line learning activities, packets have been distributed to Pre-K through age 21 students to further enhance their learning during remote learning days.
- 2) **When applicable, a requirement that the Remote Learning Days activities reflect the State Learning Standards.** The on-line and hard copy activities that are assigned to students during remote learning days have been developed and assigned by the classroom teachers specifically for their class/students and consist of the district approved curriculum. As a result, the activities align with the State Learning Standards for each subject and grade.
- 3) **Means for students to confer with an educator, as necessary.** During remote instructional days, each teacher will be monitoring logins to track student activity and will also be available to communicate with students/parents as needed from 9:00 am - 2:00 pm each day. Communication used during remote learning days may include e-mails, phone calls, SESE website (www.sese.org), or other cooperative approved communication tools.
- 4) **The unique needs of students in special populations, including, but not limited to, 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, or vulnerable student populations.** During remote learning days, consistent communication with students with special needs will be provided through e-mail, phone calls, or other cooperative approved communication tools. Staff will document the best efforts being made under the current emergency conditions to ensure ongoing growth and progress and to continue serving these students to the greatest extent practicable by tailoring remote learning that provides educational benefits to students with disabilities. Methods may include regular communication, scaffolding, and breaking up assignments into more manageable parts.
- 5) **Transitions from remote learning to on-sight learning upon the State Superintendent's declaration that Remote Learning Days are no longer deemed necessary.** By providing remote learning activities and resources as well as monitoring the student's work during remote learning days, the staff will be able to assess the students' understanding of concepts. This will lead to a smoother transition to on-sight learning and a better assessment of the concepts that need to be reviewed/retaught.

Grading

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. Students are expected to continue with the learning activities assigned during remote learning and to complete all of the work assigned and reviewed during the remote learning period. Grades during remote learning days will be reported on a pass or incomplete basis. The “new normal” for grading and assessment during remote instructional days will be to recoup, review, refine, finish year. The grades a student had in March 2020 will not be negatively impacted as long as students complete the work during remote learning days.