

Remote Learning/eLearning Plan

Millburn CCSD #24 Remote Learning Plan

Remote Learning - 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. Remote learning includes both digital and non-digital content.

Summary:

While schools are physically closed, learning must continue to the greatest extent possible. Remote learning is not intended to replace in-person instruction. Remote learning is intended to bridge instruction to the greatest extent possible during a crisis when the physical school building is closed. We are designing the remote learning experience using technology that students will be using during in-person instruction at Millburn.

Students are expected to complete assignments and teachers are able to grade work or give feedback. Students who do not engage in academic work can be issued an incomplete and will be expected to make up incomplete assignments in a timely manner.

Goals:

- **ALL** students have opportunities for continued learning that focuses on critical standards
- Instruction will be aligned with grade level learning standards
- Students and families are given routines and structures to ensure they stay connected to schools and learning

Considerations:

- Students who are home alone while adults are working.
- Students who are caretakers for siblings or ill family members.
- Students who speak a language other than English and have language needs.
- Students whose parents speak a language other than English and have difficulty assisting with homework.
- Students who have special education needs (e.g., children with an IEP, twice exceptional students).
- Students who are coping with the illness or loss of a family member.
- Students who are struggling with anxiety or depression.
- Staff who are working remotely and simultaneously planning and delivering remote instruction while also providing care for their families and, in many cases, their own children.
- Student access to materials and supports electronically or physically.

- Meaningful, high quality materials and experiences aligned to state standards.
- Supportive personal connection between students and teachers.
- Support for the WHOLE CHILD.
- Parent access to materials and support.
- Teacher support and encouragement for providing student learning in a new context.
- Student safety regarding the internet usage.

Tentative Schedules

Terms:

Synchronous - Occurring at the same time - live instruction and learning with students and teachers interacting through video conferencing and other real-time interaction.

Asynchronous - Occurring at different times - recorded instruction, self-guided and individual learning time.

Total classroom time will consist of teacher instruction and student independent/group work. These schedules are samples and are subject to adjustment by grade level and teacher. The schedules below are meant to provide an overview of the current expectations for remote learning.

Early Childhood: TBD

1. Remote Choice will include early literacy, early numeracy, fine and gross motor and social emotional activities daily.
2. Differentiated Small Group Support - synchronous as needed.
3. Related services will be scheduled in compliance with a student's IEP goals.

Grades K-5

Anticipated Times

K-2: 8:00-1:30

3-5: 8:30- 2:00

Tentative Student Schedule Example: (specific times will vary by grade level)

- 30 min: Morning Meeting/Attendance
- 90 min: ELA Instruction- Small/whole group synchronous learning & independent asynchronous learning
- 60 min: Math- Small/whole group synchronous learning & independent asynchronous learning
- 30 min- Lunch
- 30 min- Content- Synchronous learning & independent asynchronous learning
- 30 min: Specials- Asynchronous learning
- 60 min: Small Group/Independent work time to reinforce/extend skills utilizing Synchronous and asynchronous learning.

Grades 6-8: 9:00 a.m. to 1:00 p.m.

1. In general, students will follow the in-person schedule when moving to remote learning.
2. Math - 25 minutes synchronous and 25 minutes asynchronous daily in addition to independent practice.
3. ELA - 25 minutes synchronous and 25 minutes asynchronous daily in addition to independent practice.
4. Science - 25 minutes synchronous instruction daily. Science blocks are determined by grade level. Grade levels may teach science as a semester course with 50 minutes of daily instruction vs. 25 minutes of daily for the entire year.
5. Social Studies - 25 minutes synchronous instruction daily. Social Studies blocks are determined by grade level. Grade levels may teach science as a semester course with 50 minutes of daily instruction vs. 25 minutes of daily for the entire year.
6. Spanish - 25 minutes synchronous and 25 minutes asynchronous instruction daily. (8th grade year-long Spanish I)
7. Health, PE, Art, Drama, Tech - 25 minutes synchronous or asynchronous daily.
8. Social Emotional - 30 minutes synchronous and/or 30 minutes asynchronous weekly.
9. Special Education and/or related services will be scheduled in compliance with a student's IEP goals.

Attendance

1. Daily attendance is expected for all students in the remote learning environment.
2. Teachers will record attendance during daily Zoom classes.
3. If a student is unable to attend a Zoom class, a parent must call the school attendance line and report the student as absent.
4. Students who are not reported as absent may receive a phone call from a Millburn staff member for the purposes of checking in and ensuring students are able to access the online materials.
5. If a student does not report to a specific class for five (5) consecutive days, teachers and administrators will put interventions in place to support the student.
6. Interventions will include working collaboratively with the students' parents/caregivers.

Communication

1. In a remote learning environment timely, reciprocal, clear, consistent, and concise communication is vital.
2. The following formats will be available for student, teacher, and parent communications depending on grade level and subject areas: email, telephone, Schoology, SeeSaw, Zoom, Google Hangouts, Nearpod, Twitter, Flipgrid, ClassTag, telephone, letters, Remind App, Padlet.
3. Students in grades EC-2 will submit work and teachers will provide feedback through the students' SeeSaw accounts, or other means of communication.
4. Students in grades 3-8 will submit work and teachers will provide feedback through the students' Schoology accounts or other means of communication.

5. Students in grades K-8 will have access to a district owned gmail account.
6. Additional educational apps may be used for instructional purposes, but the expectation of when and how the educational app should be used will be communicated through SeeSaw and/or Schoology or email.
7. Staff members will frequently meet live with students.
8. Students are expected to maintain pre-determined classroom norms during live instruction.
9. Staff members will introduce norms and continuously review norms for Zoom classes throughout the year.

Curriculum and Instruction

1. Grade level content aligned to the Illinois Learning Standards will be taught in all grade levels during the 2020-2021 school year.
2. Specials classes such as Music, Art, PE, etc., may occur synchronously or asynchronously.
3. Social Emotional curriculum will adjust to address the new unique learning environments and life changes.
4. Physical materials needing to be provided will be offered for pick-up during designated times, or they will be arranged for delivery.
5. Off campus field trips and off campus extracurricular activities are canceled until further notice.

Grading Practices

1. Students will be held accountable for the completion of assignments and assessments.
2. Grading and assessment are meant to provide feedback and communication to students and families with the focus on learning, growth and progress.
3. Meaningful grading and assessment provides students the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned.
4. Report cards will be provided at the end of each trimester or quarter using the same progress indicators as when students are participating in in-person learning.

Technology

1. Millburn students in grades EC-8 will have their own iPad.
2. For any student that does not currently have an iPad, a communication will be coming in August regarding a plan for pickup.
3. If you are unable to connect to the internet or have any school related technology questions, please contact the school by phone at 847 356-8331 or through this [LINK](#)
4. Hotspots will be distributed to students that need connectivity at home.
5. Phone calls will be made to any student that has not had direct contact with a staff member in the first two days of remote learning.
6. Content and resources will be accessible through, Schoology for children in Grades 3-8 and SeeSaw for children in K-2. Additional resources will be available through email or the Millburn website at www.millburn24.net

Internet Access

1. Millburn will ensure each student has Internet service in their home.
2. If students are unable to access the internet due to issues outside of their control (e.g. power outages), teachers will allow students extra days to make-up their homework/classwork.
3. If you are unable to connect to the internet or have any school related technology questions, please contact the school by phone at 847 356-8331 or through this [LINK](#)
4. Hotspots will be distributed to students that need connectivity at home.
5. Phone calls will be made to any student that has not had direct contact with a staff member in the first two days of remote learning.

Students with Specific Learning Needs (IEP, 504 & ELL)

1. As each student requiring special education has individual needs, each students' IEP needs will be reviewed and Individual Remote Learning Plans will be developed to ensure each child receives appropriate services during remote learning.
2. Case managers will reach out to parents and make themselves available for questions.
3. SPED teachers and specialists will make arrangements to provide specific support to students on an individualized basis.
4. English learners will be supported through classroom teachers and through additional support from the ELL instructor.
5. Related service providers will review student needs and determine creative options for providing related service support.
6. Special education and related service providers will also communicate with their students and/or the students' parents each week during times of school closure to follow-up on the assignments or lessons given, and check-in with the student on how they are functioning. These contacts may be in the form of phone calls, emails and/or video chats or conferences.
7. Students with 504 plans are accommodated according to individual plans

Teacher/Student contact expectations:

- Teachers will be available for questions from students at scheduled periods during the school day.
- Students are expected to participate in the learning process on a daily basis.
- Students are expected to submit assignments on a daily basis as applicable.

Student/teacher contact MAY be made using the following formats:

- Email, Schoology, SeeSaw, Zoom, Google Hangouts, Nearpod, Twitter, Flipgrid, ClassTag, telephone, letters, Remind App