Remote Learning Day Plan Document

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|  | District Plan Response |
| 1. Identify hardware and software is required by teachers and staff for the program. | Ipads, laptops, or Chromebooks were assigned to staff who did not already have portable devices and required access to technology for monitoring student progress. |
| 1. Do all teachers and staff have access to the hardware and software required to deliver the remote learning program? | All teachers who did not already have a school-issues portable device, were provided with chromebooks, ipads, or laptops. Most learning will be in an “alternative learning” model, so teachers will only need access to create the materials. |
| 1. How will the district ensure access from home or other 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? | The district uses the Blackboard Connect System for parent and student contact. This system allows parents and students to select the method of communication which best suits their needs- they can choose to receive emails or text-messages. Parents are familiar with his mode of school-to-home communication. All activities will be sent through US mail with directions for completion. A phone number for contact will be provided to all parents. Specific times when teachers and related service personnel are available to receive phone calls will be identified and included in a letter to the parents. |
| 1. How will the district ensure that non-electronic materials are made available to 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? | The district is providing teachers and staff with time on March 16 to prepare “take-home packs” for all students. Materials will be mailed home if students were not able to bring the materials home prior to the school closing being identified. |
| 1. How will the district ensure appropriate learning opportunities for students with special needs? | Remote Learning plans are written by certified special education teachers or related service providers. The lesson plan template requires identification of connection to IEP goals. |
| 1. How will the district ensure appropriate learning opportunities for students with English Learners? | IEPs will be reviewed and accommodations for ELL will be followed as required in the legal document. If needed translation will be provided. |
| 1. How will the district ensure appropriate learning opportunities for other students’ unique needs as identified by the district? | The district utilizes an instructional approach rooted in differentiation across all Prek through 12th grade classrooms. A question on the Remote Learning plan template addressing how differentiation will be used to meet the needs of students. |
| 1. How will the district monitor and verify each student's electronic participation? | Each classroom teacher will have the autonomy to monitor electronic participation as is appropriate to their curriculum and subject area. For example, a science teacher might monitor electronic communication through completion of an e-lab in Google classroom whereas and English teacher might monitor participation through a threaded discussion group. Teachers would monitor participation in assigned activities by reviewing and grading completed work when it is returned. Parents will verify activities that are not written on a handout for task completion. The teacher would then report back on student participation to the district. |
| 1. How will the district address the extent to which student participation is within the student's control as to the time, pace, and means of learning? | At the Institute Day on March 16, the district will discuss timing and pacing for digital and personalized learning experiences with teachers. It will be made clear to teachers that participation in remote learning should be measured by the total *amount* of time not the specific clock hours. Students can complete work at their own pace and time without the limits of specific “periods” for the day. |
| 1. How will the district provide effective notice to students and their parents or guardians of the use of particular days for remote learning? | Students and parents are both very familiar with the Blackboard Connect system. On specific days that will be used for e-learning, all stakeholders will be contacted through Blackboard Connect. Information about e-learning will be placed on the district webpage and blasted on all district social media outlets. A letter will be sent in the Remote Learning packet with instructions as well. |
| 1. How will the district provide staff and students with adequate training for Remote learning days' participation? | On March 16, all district staff will participate in a remote learning planning day. During this Institute Day, teachers will be provided with training on how to plan for meeting student needs in a remote Learning environment while covering mandated curriculum. Students are expected to complete activities similar to those required of them while in the classroom daily, so no additional training is required. |
| 1. How will the district ensure an opportunity for any collective bargaining negotiations with representatives of the school district's employees that would be legally required, including all classifications of school district employees who are represented by collective bargaining agreements and who would be affected in the event of a remote learning day? | Communication with education association union representatives will occur at our monthly communications meeting. Education association representatives meet with the director monthly and the topic has been frequently discussed at these meetings. Additional discussion may occur through our GoToMeeting platform if necessary. |
| 1. How will the district ensure that students successfully transition from Remote Learning to on-site learning? | The district will send home letters/social stories to families and ask that they are read to the children. Teachers with online classrooms will create lessons preparing the students to return and school. Once on campus, the students will go through an orientation similar to the beginning of the school year for learning expectations throughout the building and in classrooms. |
| 1. How will the district ensure that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, and students at least 30 days prior to utilizing an e-learning day? | General expectations and responsibilities of the program will be communicated to all staff at the Institute Day on March 16. District leadership and building principals will meet with individual teams to ensure that a common understanding is attained by all. A letter explaining the process will be sent to parents about the use of the alternative learning format as soon as a decision regarding extended closure is announced by the Governor. |

**Remote Learning Day**

**Vermilion Association for Special Education Plan**

**ALL Employees:**

*All staff members are being compensated on these days as if they were routine work days. The following parameters are established to identify minimum expectations for the various staff categories on a Remote Learning Day. Each category has contractual hours and obligations which will be met with this determined variance. If any category is unable to fulfil their expectations benefits time (sick, personal, vacation) may be used with administrative approval. The VASE administration and VEA understand that the Remote Learning Day Plan is a working document that might need periodic adjustments. The groups will meet weekly to discuss needed adjustments.*

**Administration:**

*All administrators will be accessible by phone and email from 8:00 am – 4:00 pm for staff / student / parental outreach. In some cases, administrative staff will be required to work from the office. These days will be determined with careful consideration of the need for specific job completion and staff safety.*

**Certified Teaching Staff & Related Service Providers:**

*All certified staff and related service providers will be required to provide grade level appropriate remote learning opportunities according to the student’s IEP Approved Remote Learning Plan. Activities will align with the student’s individual abilities and IEP goals. Each staff member should provide all needed resources to students to effectively engage in learning off campus on a week by week basis. Resources must be provided in advance if they are to be mailed or on the day of if they are given remotely. In addition to providing remote learning activities, Middlefork teachers will make at least two parent/student contacts per week per student. Related service provider and itinerant teachers will make at least one parent/student contact per week per student. This contact can be made through phone calls, emails, video conferencing, text message (preferably through Remind app, Google Voice, etc.,, ClassDoJo, Google Classroom, or other online options as approved by administration. Teaching staff are also expected to provide meaningful feedback to students on any activities that are prescribed.*

*All certified staff and related service providers will be accessible by phone and email from 9:00 am – 11:00am and 1:00pm – 2:00pm for staff / student / parental outreach.*

*If IEP meetings need to be conducted, staff will be required to participate in phone or video conferences in order to meet required timelines. If Zoom/GoToMeeting staff meetings are required, teachers and related service providers will participate through video-conference or phone call option.*

*Teachers and related service providers are expected to keep documentation of contacts with parents as well as learning opportunities provided.*

**Paraprofessionals & Personal Aide:**

*Paraprofessional and personal aides will be provided with a library of digital training opportunities through Infinitec and other resources. They may also be assigned to provide assistance to classroom teachers including, but not limited to: finding instructional resources, identifying appropriate website or online learning activities, assisting to pass out instructional packets/materials at designated pickup sites, and copying/filing materials. A minimum of 3 hours of work/training will be required for each utilized remote learning day. If the assigned digital trainings extend beyond three hours per day, the staff is not expected to finish them during the assigned day. Those tasks can be completed during the 3 hour timeframe on another date. The library of resources will allow for variance and job specific training opportunities. Verification and completion of training need to be done by administration. In some cases, job coaches will be required to make site visits to assist struggling learners. These days will be determined with careful consideration of the need for specific job completion and staff safety.*

*If Zoom/GoToMeeting staff meetings are required, teachers and related service providers will participate through video-conference or phone call option.*

*Paraprofessionals are expected to keep documentation of assistance provided to classroom teachers.*

**Office Staff:**

*Office Staff are all contracted for a determined number of days. If office staff, with administrative approval, desire to come to work on Remote Learning Days they can do so. In some situations, the office staff will be required to work from home and complete regular duties that lend themselves to at home work. In some situations, the office staff will be required to work at the VASE office and complete regular work duties. These days will be determined with careful consideration of the need for specific job completion and staff safety with mutual agreement between the administrator and office team member.*

**Maintenance / Custodial:**

*Maintenance and custodial staff are considered to be essential staff on Remote Learning Days and are expected to report. The hours for reporting will be determined on a case by case basis for the safety and security of both staff and facilities.*

**Remote Learning Day**

**Regional Safe Schools Program Plan**

**ALL Employees:**

*All staff members are being compensated on these days as if they were routine work days. The following parameters are established to identify minimum expectations for the various staff categories on an elearning Day. Each category has contractual hours and obligations which will be met with this determined variance. If any category is unable to fulfil their expectations benefits time (sick, personal, vacation) may be used with administrative approval.*

**Administration:**

*All administrators will be accessible by phone and email from 8:00 am – 4:00 pm for staff / student / parental outreach. In some cases, administrative staff will be required to work from the office. These days will be determined with careful consideration of the need for specific job completion and staff safety.*

**Certified Teaching Staff & Related Service Providers:**

*All certified staff and related service providers will be required to provide grade level appropriate alternative learning opportunities. Each staff member should provide all needed resources to students to effectively engage in learning off campus. Resources can be provided in advance or post event date to all students. Teaching staff are also expected to provide meaningful feedback to students on any activities that are prescribed. All certified staff and related service providers will be accessible by phone and email from 9:00 am – 11:00am and 1:00pm – 2:00pm for staff / student / parental outreach.*

**PARENT/GUARDIAN NOTICE AND CONSENT FOR REMOTE SESSIONS**

During the COVID-19 pandemic mandatory school closure in Illinois, your child’s teachers and related service providers have arranged to provide the following session(s) remotely. This document will be added as an amendment to their IEP for use ONLY during times for emergency.

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| ***Name of Student:*** |  |
| ***Name of Parent/Guardian:*** |  |

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| ***Session Type*** | ***Ind/Group*** | ***Application (Webex, Google)*** | ***Skill(s) to be addressed*** | ***Estimated Minutes*** | |
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Participation in these sessions is subject to the following:

* The Cooperative’s Acceptable Use Policy is applicable during these sessions.
* Students should participate in a comfortable, quiet and private location to the extent possible.
* Audio/video recording of the sessions is not allowed.
* The Cooperative cannot control or guarantee the confidentiality of sessions held on any remote electronic platform or application. Cooperative personnel cannot control who is listening or viewing the sessions in each household. Parents/guardians should consider this when deciding whether to consent to their child’s participation.
* If Parents/Guardians decline to consent, the services will not be made up or provided in a compensatory manner. However, the Cooperative will consider requests for alternative service delivery depending on each child’s unique circumstances. Contact your child’s case manager or building principal to discuss available options.
* Parents/Guardians may request that the sessions stop at any time by notifying their child’s case manager or building principal in writing.
* School personnel will develop the date/time schedule for the session(s).

I have read this consent form and have had an opportunity to review information about the application(s) to be used to deliver the identified session(s) to my child remotely. I agree to notify the Cooperative if my child requires a device to access these sessions. I agree to the terms listed in this form and hereby give consent for my child to participate.

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|  |  |
| Parent/Guardian signature | Date |

If you have additional questions about the Remote Learning Process, please contact Kristin Dunker, Director of Special Education, [dunkerk@vase.k12.il.us](mailto:dunkerk@vase.k12.il.us), 217-443-8273 ext. 103.