La Harpe District 347 Remote Learning Plan

Purpose

La Harpe School District 347 students and staff will engage in remote learning days when students cannot attend school and emergency days are implemented by the District. These learning opportunities will ensure that students receive continuous access to instructional materials and resources. They will also better prepare all students for future work in post high school learning that will involve technology and alternative forms of instructional delivery that do not always occur in a Pre-K-8th grade face to face learning setting.

The District will work to ensure access to instructional materials for all students and that the specific needs of all students are met, including Special Education students and English language learners. In addition, the District will ensure that all state mandates are met using the remote learning plan, including the requirement of 5 clock hours of instruction and school work.

The success of our Remote Learning Plan relies on a true partnership between the school, parents and guardians and student learners. We will work together with the following understanding of expectations to achieve the best possible outcomes for La Harpe students.

EXPECTATIONS

School/District Expectations

- Technology assistance will be available to students from their teachers and staff. Password resets can be obtained via email at jsholl@laharpeeagles.com and/or office phone call (217)659-3713.
- All students in Grades PreK-8 can be supplied with Chromebooks if homes do not have available technology to access lessons, instruction, materials, etc. Parents will need to sign a Chromebook agreement linked here Parent Agreement for Chromebook Usage. Alternatively, students without the internet may be furnished with a Remote Learning Packet that contains all the lessons

and needed materials for their instructional day, or week of learning. All staff members can be issued district-owned Chromebooks and proper materials to implement remote learning days, if needed.

- The District has established an understanding with the LEA in regards to e-learning days. A memorandum of understanding will be included in the District's CBA, if needed.
- Whenever possible, the District will anticipate such days and be proactive in the approach that they take with lessons and tasks.
- Building principals, through the use of correspondence, will gain feedback of the e-learning days and work with staff, students, and parents to evaluate the program and implement changes where necessary.
- Video tutorials will be placed on the website for parents and students to utilize for things like uploading a picture, virtual meeting etiquette and how to log in to commonly used sites.

Teacher Expectations

- Teachers will provide appropriate and meaningful lessons online during the class meeting time. Lessons will be specific to the grade level. Lessons will cover **ALL subjects including PE, Music, Art, E.L.A., Math, Science, Social Studies and Health.**
- **Lessons will**
    - try to integrate as seamlessly as possible with the regular instruction that has been occurring in class.
    - Include tasks that are meaningful and important to students.
    - utilize digital tools and platforms students are using as part of their regular face to face instruction online.
    - include formative **assessments** and **feedback** on assignments.
    - include due dates listed with each assignment.
- Teachers must post their lessons electronically by 8:00 AM via Google Sites and Classroom for grades 3-8 and SeeSaw for grades K-3. Pre-Kindergarten will have a certified early elementary teacher delivering a modified creative curriculum via home visits as much as possible and materials will be sent home for parents to utilize.
- Teachers will provide an ideal daily schedule for students which can be found on each teacher's website. This schedule will be explained during face to face instruction if possible.
- Teachers, support staff, and administrators are expected to be present/available electronically from 8:00 a.m. – 3:00 PM on e-learning days. Students can email questions after three but teachers may not respond until the next day.
- Certified teaching staff will meet collectively once per week for mandatory staff meetings during long periods of remote learning. Support staff will be called upon as needed.

- Teachers will send out a checklist of "in progress" assignments in the progress report on Google Classroom.
- Teachers will add at least one grade in PowerSchool per week.
- Check and respond to email daily.
- The Individual Education Plan and 504 accountability Google doc must be completed daily by teachers. It must be very detailed and include: date, time, minutes, activity and connection to I.E.P. goal or 504 accommodation. All employees responsible for related services must also complete this document for every service. This includes: Special Education Teacher, General Education Teacher, Speech Therapist, Social Worker and Counselor
  - For all students receiving IEP services, an Individualized Remote Learning Plan will be developed to outline for parents what a student will be doing while participating in remote learning. It is describing what FAPE will look like during times of remote learning.
  - The Individualized Remote Learning Plan is NOT part of the IEP, but should be written, discussed with the parent, have agreement from the parent and placed in the students file. When communicating with parents, it should be made clear that this plan is not currently part of a student's IEP. <u>These plans should be completed, shared with the parent and ready to implement on the first day of school.</u> An example of a plan has been provided to us and it is attached.
  - Classroom teachers and caseworkers will collaborate via email and/or designated platform to ensure lessons are appropriately modified and accommodations are being provided.

<u>Student Expectations</u>

- Attendance will be taken throughout the day. Attendance is determined via students showing up to virtual whole class and small group meetings at their scheduled times. Attendance may also consist of monitoring online discussions, submissions of traditional work or online assessments, and/or parent verification of student participation. Teachers will report absent students to the office. The office will follow our regular attendance policy in section 2.0 of the student handbook.
- Understand that remote learning assignments are treated like every other assignment given in class. They are expected to be completed to show mastery of a standard and to prepare for assessment.
- Assignments will need to be completed, and typically turned in either electronically or in paper form to verify the student's participation. Paper assignments are turned into the office between 8:00 and 4:00 or by appointment outside of those hours, or by placing in the drop off box located under the east side overhang outside our gymnasium/lobby.

- Students can be assessed on the information covered once school has resumed or via online assessments. Teachers will assess the work with our regular grading system and give feedback as described in section 2.6 of the student handbook.
- Students who complete no assignments and do not respond to teacher outreach will be counted absent and reported as truant according to our absence policy in section 2.0 of our handbook.
- Extra Curricular ineligibility remains a consequence for students who are failing.
- Each assignment should be completed in a timely manner, and late work will be penalized at the teacher's discretion.
- Students are responsible for communicating their technology needs to the district.
- Students with individualized education plans will follow lessons provided by classroom teachers and those modified by their caseworkers online or otherwise (hard copies, projects, reading, etc.) All lessons will be appropriate and follow the students' IEP guidelines, as well as, class schedules.
- Accommodations for students without access to the internet will be addressed on an individual basis.
- Parents will be notified of e-learning days through the use of social media, as well as the District's all call notification system and website.
- Check and respond to email daily.

Parent Expectations

- Parents are expected to notify the school when attendance is not possible due to family schedule so alternate attendance procedures can be made.
- Assume good intentions on behalf of the teacher.
- Provide a quiet workspace for your student with a table or desk.
- Support your student by establishing positive routines and clear "Remote Learning" guidelines e.g. study times, break times, meal times, exercise/play time, conversation
- Talk about and plan for the day ahead as seen on the teacher's website.
- Be mindful of your child's stress and/or worry and provide opportunities to discuss feelings and emotions both individually, and as a family.
- Follow and post in your student's workspace the schedule that can be found on the teacher's website and help your student be there ready to learn in class meetings and via videos.
- Monitor how much time your child is spending in online and offline learning.
- Junior high student parents should check PowerSchool regularly for final grades and check Google Classroom's emailed progress report for assignments "in progress" each week and help hold students accountable.
- Parents of students in grades K-3 check SeeSaw for progress.

- Understand that remote learning assignments are treated like every other assignment given in class. They are expected to be completed to show mastery of a standard and to prepare for assessment.
- Communicate any issues that arise during remote learning to teachers and or administration.
- Read emails sent from teachers, the District All Call system or other school employees.

SOCIAL EMOTIONAL, SAFETY, WELL-BEING AND HEALTH
Teachers, paraprofessionals and or administration will be checking in and asking some or all of the following questions:
- Are you reading daily and or listening to someone read to you daily?
- Are able to access your email, Google Classroom or Facebook Group?
- Do you need breakfast and lunch from our cafeteria?
- Are you able to connect with the teachers as needed?
- How are you?
- What people are you connecting with today?
- What have you done for self-care?
- Have you been going outside?
- How have you been being creative?
- How are you being physically active?
- What are you grateful for?
- What expectation of normal are you letting go of today?

GRADING

PreK, Kindergarten and 1st Grades
Students need to be reading daily and listening to reading every day. Teachers can assess this via the reading log and A-Z. Teachers will communicate how to turn things in. Parents will be notified if there is concern over a student's progress. Teachers may do end of the year assessments as feedback to parents and share results. They may give passes and share areas of concern with parents personally. Formative and summative assessments will be given and shared.

2nd-8th Grade
2nd-8th Grades will use the grading policy described in section 2.6 of our student handbook. Late work will be penalized at the teacher's discretion.
Math, Science, Social Studies, ELA & Reading, Health, Choir, Band, Art, and Physical Education will all be required.
- Points or percentages are entered in PowerSchool.
- Traditional letter grades are used for report cards.
- At least one grade per week is entered in PowerSchool.

- Teachers are monitoring students communicating with one another and attending class sessions.
- Parents and students have a responsibility to give feedback to teachers on workload and family circumstances.

Participation - Students must show up to assigned class meetings on time and do assignments for full credit during remote learning.

Parents will have to sign a permission and agreement for students to be seen in their home environments during instruction.

All teachers will have a Google Site housed on our La Harpe website that directs parents to the schedule, each week's lesson plans, and links to assignments and class meetings.