

South Fork District #14
Remote Learning Plan
4/2/2020

Remote Learning Plan: Section	Responsibilities
District Responsibilities	<ul style="list-style-type: none"> ● Provide clear concise communication to the district. ● Support Schools in the planning and implementing remote learning plan ● Identify needed resources in the community ● Run breakfast and lunch program for community ● All financial duties including payroll, bills, banking, and accounting ● Correspond with State officials for guidance.
School Administration Responsibilities	<ul style="list-style-type: none"> ● Implement remote learning plan ● Communicate regularly with all stakeholders ● Support teachers in planning and implementing remote learning plan ● Support teachers in connecting with students that are not participating ● Lead bi-weekly check in/outs with staff members
Teacher Responsibilities	<ul style="list-style-type: none"> ● Connect with students on a daily basis providing connection and content via the platform of their choice. ● Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of school closure. ● Staff members participate in bi-weekly check in/outs at the building level. ● Communicate plans with parents ● Email a log of weekly participation to building administrator ● Honor IEPs and involve paraprofessionals and staff for student instruction
Student Responsibilities	<ul style="list-style-type: none"> ● Connect with teachers ● Review assigned work ● Ask clarifying questions when you need help or do not understand. ● Finish assigned work in the time frame given. ● Use ehelp@southforkschools.com for technology issues. ● Use here4you@southforkschools.com for social and emotion issue
Parent/Caregiver Family Responsibilities	<ul style="list-style-type: none"> ● Talk to the student about their work daily ● Help students establish and follow regular daily routines ● Communicate with your child's teacher should you have questions

The plan should be viewed as formalizing and naming our collective efforts to extend learning opportunities through the pandemic. This document is meant to assist teachers with creating remote learning plans. Additionally, teachers are also encouraged to collaborate with administration through emails, phone calls, google meet etc. During the first two weeks of school closure, South Fork teachers have done an outstanding job of creating learning opportunities for students and communicating with students and families. This plan is an extension of what our staff is already doing.

Below are the components that the Remote Learning Plan must address along with how the South Fork District 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. For students in grades 3-12 grade, Chromebooks have been provided to those students that need a device in order to complete the on-line learning. In addition to on-line learning activities, packets have been distributed to PreK-2 grade students to further enhance their learning during remote learning days.
- 2) When applicable, a requirement that the Remote Learning Days our activities should 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 on various platforms to track student activity and will also be available to communicate with students/parents as needed. All teachers should keep a daily log as to their individual remote learning efforts. This log needs to be emailed weekly to building level administration. Communication used during remote learning days may include emails, phone calls, social media posts, or other district 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 district 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

The district will move to a Pass/Incomplete grade for spring semester 2020. The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on **learning, not on compliance**. Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. All students should have the opportunity to redo, make up, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame. A focus on keeping children emotionally and physically safe, fed, and engaged in learning will be our first priority during this unprecedented time. 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 Spring 2020 will not be negatively impacted as long as students complete the work during remote instructional days.

Helpline

There is a Social Emotional help email on the district website for students or families to contact the district to get help (here4you@southforkschools.com). There is a Technology helpline on the district website to request technology (ehelp@southforkschools.com).

Planning Days

Five Remote Learning Planning Days may be utilized consecutively or in separate increments to develop, review, or amend the District's Remote Learning Day Plan. South Fork shall use April 1 and April 2 as Remote Learning Planning Days. The 3 remaining planning dates will be reserved for the creation of a transition plan back to "in person" instruction.

★ It should be noted that this plan was developed in collaboration with the SFEA, DLT and building administration. Due to the time-sensitive nature of this plan, ISBE does not require approval from the BOE.